

The Catholic School Journal

For Pastors and Teachers.

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Then hide it not, the music of the soul,

Dear sympathy, expressed with kindly voice:

But let it, like a shining river, roll

To deserts dry—to hearts that would rejoice.

Oh! let the symphony of kindly words

Sound for the poor, the friendless and the weak:

And he will bless you—He who struck these cords

Will strike another when in turn you seek.

—JOHN BOYLE O'REILLY.

***“What is more noble,” says St. Chrysostom, “than to form the minds of the youth? He who fashions the morals of children performs a task, in my judgment, more sublime than that of any painter or sculptor.” In contemplating the magnificent works of art exhibited in the churches of Rome, we extol the great masters who produced them, and we know not which to admire more, the paintings and statues which adorn St. Peter's, or the great temple which enshrines those masterpieces. But those who are occupied in forming the minds and hearts and in shaping the character of the children committed to their care, are engaged in a pursuit far more worthy of our admiration. For they are creating living portraits which are destined to adorn not only earthly temples, but also the temple not made with hands in Heaven, where there will be joy and admiration of God and His angels.—Cardinal Gibbons.

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***This is the season of preparation for First Communion. Thousands of Catholic children are now receiving the special instructions that will fit them for the reception of the sacrament. It is a most important period in the life of the child, and in the words of Cardinal Vaughan, “everything should be done during the time of preparation to make a life-long impression upon the children, and to attach them to their religion.” As the last week approaches, the necessity increases of concentrating the attention of the children upon the great act which they are to perform. In many parishes the custom exists of having the children go into a retreat for one or more days preceding the First Communion. During this time they observe silence, they pray in common, receive exhortations in the church and make their confession. They should also be drilled in the ceremonies to be observed. It is a beautiful and touching sight when the celebration in the church goes on without distraction and confusion.

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***“Dost thou love life? Then waste not time, for time is the stuff of which life is made.” Waste not the lives of sixty young charges through dawdling methods, hesitation and lack of preparation. Have quick and systematic ways of getting things started, materials distributed and classes dismissed, so that every possible moment is given to effective teaching. Revise your schemes of testing both oral and written work with a view to getting more time to teach. After all, that's what we're here for. Not to write examination questions, not to mark papers, not to be martinets as to discipline, but to teach. Discipline and testing are all subsidiary to this function.

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***A prominent eastern business man who had been a pupil of the Jesuits, once said that the recollection of

his school days most strongly impressed on his mind was the recital of the Lord's Prayer by the Jesuit Father at the opening of classes. We are apt to pray in a perfunctory manner, and the effect is far from edifying. The elder Booth was able to recite a simple prayer so as to bring tears to the eyes of his hearers. No teacher leading a class to better thought should entirely overlook the value of elocutionary effect. A solemn, reverential attitude of heart and mind toward an all-wise Creator cannot be found in one who “rattles off” prayers.

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***Those who have charge of the League of the Sacred Heart in schools should train the pupils to perform acts of zeal and mercy, or, at least, in keeping with this general intention, try to develop in them the spirit that will prompt them to engage in such works when they will have the opportunity in after years. The complaint is sometimes made that our parochial school and convent graduates are not as prominent as they should be in church and local charitable enterprises. A little training along proper lines in youth would do much to develop the right disposition in such matters.

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***The Illinois Legislature has a bill before it, drawn, it is said, by the Chicago superintendent of public schools in conjunction with President Harper of Chicago university, (Baptist). Catholic citizens of Chicago are protesting against the bill as prejudiced to their interests, and as calculated to so work that the teaching force of the public schools of Chicago shall hereafter be recruited chiefly from the Baptist university. In Massachusetts a bill has just been killed which proposed that all the text-books which are used in the private schools of the state should be only such as are used in the public schools. Commenting upon this last measure, the New England Journal of Education says: “Possibly it was not an anti-Catholic measure at all, but was merely a job by which some enterprising individual thought that he might have an opportunity to sell more books. But, whatever the motive of the petitioner, he did not think best to contest the adverse report of the committee.”

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***In a class of thirty or more pupils, but little time can be given to individual instruction. With the exception of an occasional hint, the instruction should be class instruction. In classes, pupils teach each other. If several pupils are required to illustrate a principle or to state a text-book fact in their own language, each one will get a wider view of the matter than when taught alone. Class recitation gives each pupil in the class an opportunity to measure himself with every other pupil in the class. It gives the teacher an opportunity to grade his pupils and to draw upon each for all. In class instruction, the teacher is less apt to tell than in individual instruction. A class does not so directly ask for help as an individual. Individual instruction tends to destroy the pupil's self-reliance. If help can be had for the asking, the pupil will often get it when he should not receive it.

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***A good handwriting is worth more today than ever before, notwithstanding the encroachment in its field of shorthand, typewriting, the telephone, the telegraph, the phonograph and other inventions and devices. Hundreds of letters are now dictated and transcribed, where one would be written with a pen. Thousands of messages are sent over the wires today that formerly required the intermediary of the pen. But in keeping with all this growth, the pen is used more, and skill with the pen is rated higher than in any previous decade. Instead of usurping the place of the pen, these things have

lightened labor, recorded the multiplicity of transactions, and made a place of their own. The requirements today are greater, both speed and ability must be more efficient than heretofore. This is true of other things as well as penmanship. There are more penman today, more penmanship teachers, policy writers, engrossers, etc. They earn more money, live more comfortably, enjoy greater advantages than ever before.

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***Fire drills in schools have been called red tape, but they are not. They are essential to the safety of the pupils when there is real danger by a threatening fire. Time and again school disasters have occurred merely because proper precautions were not exercised in time. Discipline and obedience are the chief requisites to make a fire drill successful. The children should be taught that, at a given signal, they are to rise and quickly but quietly file by single rows through the cloakroom, where they get their wraps, not stopping, however, to put them on. Then they are to file down the stairs, one row on each side. The top floor should go first, then the second floor should have a flank file, and the three files pass down the stairs to the door and out. In this connection, we would also emphasize the need of fire escapes, of some kind or other, for the possible occurrence of extreme emergencies. This is especially important for convents and institutions keeping boards, for night fires are the most dangerous. Such buildings should, in every case, be provided with the outside, iron-stair fire escape, or else the windows of all sleeping apartments should be equipped with the modern non-combustible rope ladder.

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***Everybody nowadays is talking of the necessity of religious education. The children should be brought up Christians. Bring them up otherwise and you will have a nation of non-believers. As you sow, so shall you reap. Professor George Albert Coe is a good Methodist. He holds a chair in the Northwestern University of Chicago, and is regarded as a man of weight. He said in a lecture delivered the other day: "The position of Roman Catholics in regard to religion and education, and their policy in the establishment of parochial schools are absolutely correct. For corroboration of this opinion I refer you to the work, 'Philosophy and Education,' by Dr. Arnold Tompkins, principal of the Chicago normal school, in which he says 'that religious character is the proper end of all education,' even if it costs us a million to do so. If we are right, the time must come when we will be approved in a more general and more substantial manner. Nevertheless, testimony like that of Professor Coe's is valuable, and worth recording. It confirms us in our position, and teaches others to respect us for our steadfastness in clinging to what we believe to be right. In a matter of such moment, it is better to be right than to be burdened with only a single tax.—Ex.

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***The child today must go out fortified with a living, loving, intellectual faith. He is not facing persecution, exile or death; but a danger graver than any of these, the fatal disease of unbelief which permeates a compulsory education system, and is exhaled by the pulpit and press, by college president and business man, by shopmate at the counter and the laborer in the street; a danger as grave as it is insidious.

In the intellectual world we count that teacher successful whose students pass the yearly examinations and who show in future years that they built upon a firm foundation.

In the spiritual world he is the successful catchist whose children carry from the Sunday school the germs of knowledge that have reached the heart and the conscience as well as the intellect, and that have created the desire to know more in order to behave better. "It is not so much that children should know what they do not know, as that they should behave as they do not behave."—Ella M. Baird.

Memories of a Religious Teacher.

"CAROLA MILANIS," O. S. D.

IT is the universal experience of mankind that the events of childhood's days are more vividly pictured on the memory than those of any other period of life. It was before the days of photographs that I met her, but on my memory there is an unfaded daguerreotype of my first school teacher. I had had teachers before, teachers so gentle that it made her all the more dreadful to my childish experience.

I was ready for the second grade, and soon after my sixth birthday was sent to school. There were no Sisters then in that Eastern town, where they are now such a universally respected power; and if there had been, their loving mission would not have included me. I was one of our Holy Mother's little wanderers, outside the pale.

Ah! that first day of school—how clear is the memory of its scenes and events! I can recall just how that school room looked, and what sort of features the teacher had. Among the hundreds of nuns I have known and met, I have never seen such a face or such a nose, and rarely have I found its semblance among secular teachers, many of whom I have known, loved or honored.

With the second grade text-books on my arm, I entered that school room just as the morning exercises began. The teacher sent an older girl to show me a desk and to point out to me the lessons for the day, and with all earnestness I was applying myself to the task, when a little girl near me asked where was the spelling lesson. In my ignorance of rules regarding silence, I told her, and—ah, me! that creature, misclad in woman's form, called out to me, in a voice that would have startled a man, "Were you talking?" I arose and faltered—"Yes'm." "Come here!" Never was obstinate soldier more commandingly addressed by an exasperated officer. I, a little child, only six years old, and small for my age, was bewildered by such an excessive display of authority, but trained to habits of prompt obedience, and never having known fear, I approached the teacher's desk, wondering on the way what she might want of me. She did not leave me long in uncertainty, for upon my bit of a hand, extended in answer to her command, fell her ferrule, half an inch in each of its dimensions except length.

Never before had I experienced pain from any person or anything, and yet I do not remember the physical hurt. I do not remember that I cried, so I do not suppose I was hurt very much, physically, but—ah, I leave it to the reader if there were not other hurts far more serious, more painful, more enduring. What sort of environment did that teacher bring to bear upon the child! I was not required to test its effects, at all events, for—that half-day ended forever my experience as a pupil of a public school. Yes; I know; such a thing could not occur in these days of prejudice against corporal punishment, but there are things even harder to bear, and from which there is no appeal.

My next experience was in a select school, where policy permitted no ferrule for the hand, but where whips of sarcasm and ridicule fell upon the shrinking heart. Happily, a sudden transplanting to the vigorous, new soil of the west, ended my brief select school experience, and for several years a home full of books was my only school. Finally, there came the day, when passing over the threshold of a convent boarding school, I met for the first time "a Sister." Then there began for me a new and beautiful life, the memory of which makes very vivid my realization of the power that a religious teacher may wield over the child's soul, and the riches she may lavish upon it. It requires a generous soul and an

elevated nature in the teacher to use such power effectively and to distribute such riches wisely. This is particularly true of the primary teacher. The little ones she has in her care ought to be made so very happy; for them, at least, there should be "a royal road to learning." They are so helpless, so completely at her mercy, so sensitive to environment and the teacher's mood.

I remember asking a sick child, too ill to sit erect at her desk, "Why did you try to come to school today when you are so sick?" "Because it is warm here,—and quiet,—and Sister is so kind." I knew her home, her scolding mother, her quarrelsome brothers and sisters and her unfortunate father.

Another time, in another school, I went to the primary class room, to announce that for some reason there would be no school the next day. A little child stole to my side, and said, "I am so sorry there won't be any school tomorrow." "Sorry, child," I questioned, "are you not glad, then, to have a whole day at home for play?" "Oh, but, Sister, it is so pretty here" (the loyal little soul found no fault with her home) "and Sister Eumena is so kind. I love to come to school."

Yes; it was "pretty here"; and Sister Eumena was kind; not only the children, but every one else used to say that. It was not, however, a kindness that ran to luxuriant foliage only; it blossomed and bore fruit. The fruit was ripened by the sunshine and warmth of constant self-sacrifice, and an abiding charity, and the environment was in keeping with the presence of these beautiful spirits. When visitors entered Sister Eumena's room, they always exclaimed, "How pretty!" And yet there was not in its abundant decoration anything placed there for mere beauty's sake. Everything contributed in some way to the child's religious and educational information and training, as well as to his pleasure and refinement.

(To be continued.)

***A schoolroom that is not well lighted, or in which the shades are so arranged as to cause the light to be too intense, or admitted in such a way as to hurt the eyes of the pupil, fosters inattention, bad order, restlessness, and interferes with good, effective work. Sunlight is a condition that promotes growth—not only plant-growth, but mind-growth. It promotes those cheerful conditions that are conducive to a desire for work. If the maxim is true, "Where the light cannot come, the doctor must," there should be no efforts spared to secure an abundance of light in the schoolroom, but it should be so admitted as not to dazzle or irritate the eye.

The Art of Questioning in Christian Doctrine.

REV. THOMAS L. KINKEAD.

(Concluded from March Number.)

Good answers: Good answers must be complete and must be a definite statement. Children have two difficulties to contend with when they are answering a question. The first is to get the idea of what they are going to say; the second, how they are going to say it. If you see the child has the idea but cannot express it, it is a good thing to help him along with the expression; that is encouraging. In asking questions you must be prepared sometimes to get unexpected answers, and you must not reject an answer if it is a good one, even if it is not the one you expected. If you reject it, you leave the child under the impression that it is not the answer at all. Instead of rejecting that answer, bring out the answer you wished to get by another question. Good answers are exact, ample, prompt and to the point. When you do get a good answer, you must sometimes appear to doubt it. Why? To inspire the children with self-reliance. If they give you a good answer, and it happens to be right, and you look at them doubtfully, they will think they are wrong and will change it, if they are not self-reliant. You must doubt once in a while so as to make them insist they are right.

It is a good idea in giving answers to have the children repeat them in their own words. Another thing that is useful is substituting synonyms; substituting some words that mean the same. For instance: "Mortal sin is a grievous offense against God." Have the child substitute a word for grievous—big or great. Mortal sin is a great offense against the law of God.

Bad answering is guess answering and ought not to be allowed. You should ask occasionally when children give you an answer, the reason for their giving that particular answer. Reckless answers are also bad. Sometimes analyze the answers and say it is not the true answer for this or that reason.

Irrelevant answers: It is very common with children not to answer to the point; to tell you something about the thing but not to answer your question.

Another useless thing is to comment after a child has answered, saying: "That is very good," "that is splen-

Educational Building of the Universal Exposition, to be held in St. Louis in 1904.



***We present herewith a picture of the Educational Building now being erected at St. Louis, for the Universal Exposition in 1904. Special interest will attach to this magnificent structure as it is the first building for educational exhibits ever erected at an international exposition. At each successive World's Fair for the past twenty-five years increased attention has been given to educational exhibits, but all previous efforts in this direction will likely be overshadowed at the coming exposition. The building as will be noted from the illustration, will compare favorably with any exposition building ever erected, and will in itself be an evidence of the relative importance of the position that education holds in America life. Committees to arrange for public school exhibits have been appointed in several states and many Catholic schools and colleges are preparing to send collections of students' work. Manhattan college, New York in charge of the Christian Brothers has just been granted space for an exhibit. No united movement for a Catholic educational exhibit has yet been taken by the parochial school authorities of the country, but efforts are now being made in several cities, to secure joint action in the matter.

did," and if they miss, saying: "You are stupid," that is perhaps unjust and untrue; it does no good and it is a loss of time.

The next thing is when to question. Question in the beginning so as to fix the attention on the matter you are going to explain. Have a few general questions. Question at the end to see what progress you have made in your instruction. Question during the lesson now and then to discover the difficulties. Some times you will find after a long explanation of ten or fifteen minutes, the children have not understood any of it, because they did not understand the beginning; you can prevent that, now and then by asking a question here and there.

Whom should you question? Don't always question the brightest children, but question them all according to their capacity. Ask the bright children the more difficult questions, so that they may not become conceited, and ask the dull children easy questions, so that they may be encouraged.

Let the scholars ask question of one another. I have found that very useful. Many of their questions are good, and, of course, some are foolish.

A plan that I have found very effective is to have a pack of cards, each one representing a child in the class. I then apportion the questions in the lesson, having a separate question for each child. If anyone called upon fails to answer, I do not ask that question of any other child.

Then I give a brief account of the subject that is on hand. For instance: The Nature of Man. I take that chapter of the catechism—the heading and give an explanation of it. Next I explain the words and then the ideas conveyed in each question, and I then ask questions on this explanation.

In conclusion, let me say that good teachers must have natural aptitude and must have acquired knowledge and have experience and good motives. Their aptitude implies taste for the work and love for the children. The knowledge that they have must also imply a desire to impart that knowledge to others. They must have experience, gathered either from their own work or from the work of others. They must have religious motives. They must have in view the plan of salvation that our Lord had in view and work on these lines.

Our Surroundings.

A SISTER OF MERCY, VALLEY FALLS, R. I.

THERE is a letter on my desk from a young teacher in the last stage of discouragement. Everything has gone wrong with her; her most earnest efforts have failed; and only for "the bright light that shines beyond the grave," she would hesitate between resignation and suicide. Let me quote her words: "When I came here no one hinted to me that the class was the least bit out of discipline; but I found the children wild. Perhaps you will not believe it, but the boys *fight*, and sometimes come to school with black eyes and lips puffed out. There are a few real nice, quiet little boys—but I shudder when I think of the others. I tried to interest them and read a beautiful classic to them last Friday. I then asked one boy if he enjoyed it, and he said, "no'p—" he'd rather hear about Indians, baseball and football.

"Then my class room is a trial. I have but little blackboard space and no single desks. Now, what shall I do?" Patience and a little experience will work wonders for you.

I heard some one ask our janitor the other day if he would fight for his faith. With a merry twinkle in his honest eyes, the old man said, "Would a duck swim?"

Perhaps I can answer the letter by giving a brief history of another school in—let us say, Ohio.

The good pastor of a certain parish, knowing that the faith of his people and the life of the Church depend, in no small degree, upon the Catholic school, was anxious to begin one as soon as possible. Accordingly, he fitted up a barn for a school house. Do not smile. Remember, the first great school of Christianity was a stable. The sages of the East did not disdain to attend it, and we know they learned great lessons of eternal wisdom there.

Our barn was a large and very *airy* place. There were two rooms downstairs and a little ell, built for the babies. The hay loft was reserved for the highest grammar grades. If my memory does not fail me, there were fifty-four pupils and four grades there. The Sisters never complained of damp walls, because the luxury of plaster was unknown. In rainy weather the drops pattered down through the sliding door, formerly used for putting in hay. The little windows were close to the children's desks, but no one got pneumonia and they never mentioned draughts. The sun beat down upon the boarded roof in June and made the catechism lesson on purgatory very realistic.

Near this barn stood a magnificent public school building with single desks and large blackboards, but, strange as it may seem, our children passed it by. Now, you ask, was anything accomplished in that little old school? "Can any good come out of Nazareth?" I should fear to wound the humility of the religious who had charge of the hay loft before I was promoted to it, only that God has called her to the reward of work well done. She was young, not many years older than her largest pupils, but she was a born teacher. Her class room, with all its poverty, was the brightest, happiest one I ever entered. Her regulations were few and simple. Strict obedience seemed to be observed as a matter of course. "Do not make too many rules," says the revered foundress of the Sisters of Mercy, "for if you draw the strings too tight they will break." Our young teacher seemed to understand this perfectly. In nine cases out of ten, she prevented disobedience, and thus was saved the unpleasantness of punishing it. She insisted upon faithful, earnest, hard work. Her pupils voluntarily sought the confessional once a month. She absolutely refused to countenance malicious tale-bearing, knowing that, in this queer world of ours, he who runs fastest with hare often barks loudest with the hounds. The finest gentlemen in the land were never more politely treated than were her boys. Modesty and reserve were impressed upon the girls. This religious loved her pupils with a deep, strong, spiritual affection that never degenerated into sentimentality. Many and many a boy has since written: "I owe all that is best in me to my years at the old school." Even from a worldly point of view (although this matters little), the pupils have done well. One of the boys is mayor of the city that still contains the old barn. It now looks up at a noble building that continues its work faithfully and well. Some of the other pupils are principals of public schools that have fine blackboards and single desks. Three or four are physicians. Many toiling at life's humbler duties have still kept their lives unspotted. Not one has brought the blush of shame to the face of the old mother who even now sometimes holds out her arms to receive and welcome them.

This is a true story; as true as that a few poorly-equipped American soldiers, fighting for life and liberty, repulsed the famous British army; as true as that a little stable school once held Incarnate Wisdom.

Have I answered your letter? The really great teacher is the one who does good work in spite of all difficulties. Do not worry over it, however, or you will become cross and then, Lord help the pupils! The world won't stand still if John Smith fails in an examination. Failure may be the salvation of John's soul, and a very good thing for your own. Be firm, but never deliberately rouse temper, rebellion, etc., in any child. The less often passion is awakened the weaker it becomes. I once

heard of a silly teacher who left money on her desk, just to see if the children were dishonest enough to take it. No doubt, this same teacher rolled up her eyes, like a duck in thunder, very often, and said, "Lead us not into temptation," without once thinking about the meaning of the words.

Above all things, never act through prejudice. Many a bright, young life has gone out in the darkness caused by slanderous tongues. There is many a heart resting under the sod, whose grave has been dug by unkindness.

To Make Religious Training Effective and More Agreeable.

FROM CARDINAL VAUGHN'S LETTER.

WE must not only associate religious instruction with something more sacred, more beautiful, more interesting than the four walls of the school room; we must introduce the children to our Lord and Saviour Jesus Christ, and His Most Blessed Mother. We must fill them with love and reverence, with warm feelings of filial, childlike confidence. Our Lord and His Mother are to be spoken of, not as persons living at a great distance of time and place, but as in our midst, knowing and loving each one of us. The catechism itself is to be looked on simply as a convenient brief summary of the principal things our dear Lord wants all His followers to know and understand.

To train children effectively, the priests and the catechists must make use of such means and industries as are best calculated to interest them. They must get hold not only of their reason, but of their imagination, of their affections and their will, of their innocent inclinations and tastes; and steadily enlist all these on the side of their true and everlasting happiness.

Simply to learn the catechism by heart, like the multiplication table, will never mould their character. Unless the doctrines of religion are duly prepared, and seasoned to their taste and appetite, unless they are assimilated by "all the powers of the soul," they will, like undigested food, occasion discomfort and disgust, rather than pleasure and satisfaction.

And now for a few practical details, useful to catechists.

1. Illustrate well all your catechism lessons, and the children will love them. Interesting stories, read or told from the Old and New Testaments, from Church history and saints' lives, will rivet and fascinate their attention.

2. Good colored prints and pictures that tell parts of a story are wonderful helps. The eye lights up the imagination, and the imagination is the picture book of the mind. Explain and point out the details in the picture, and sometimes let a child explain the picture to the whole class. The magic lantern might also be used in connection with explanations of catechism and religion, even in church, where proper arrangements can be made.

3. Children should have their own religious functions, and as many as possible should be given a part in them. To entrust to a child a public office is to draw out his good qualities. Let children help to decorate their own altar. The more they are given charges the better.

4. Especially make them sing. St. Augustine, who wrote two books on the instruction of children, says, *amor cantat*, "love makes one sing"; and St. Paul, who well knew the human heart, wrote to the Ephesians: "Be ye filled with the Holy Ghost, speaking to yourselves in psalms and hymns and spiritual canticles, singing and making melody in your hearts to the Lord" (Eph. v., 19), and elsewhere, he couples teaching and singing together: "Teaching and admonishing one another in psalms, and hymns, and spiritual canticles, singing in grace in your hearts to God" (Gal. iii., 16).

In the fourth century, St. Ephrem saved his people from heresy by means of choirs who sang to the multitudes the great truths of our Lord's nativity, death and resurrection.

The great missionary, las Casas, used music to convert the fiercest of Indian tribes. He put the chief parts of the Bible into rhyme and set them to old Spanish melodies. He then employed the pedlars who were trading in the country to sing his new gospel songs to the accompaniment of their guitars. And thus, by degrees, he subdued the most warlike race of Christianity, and changed the name of their province into that of La Paz.

St. Francis Xavier used to make the children sing their prayers and even their catechism. St. Charles introduced the singing of hymns into his Confraternities of Christian Doctrine with the very greatest success. And Father Furniss, the most fascinating catechist England has ever had, depended almost entirely on singing the catechism in verse and appropriate hymns, in addition to stories, anecdotes and appeals to the imagination.

Our own Venerable Bede, in a letter to Archbishop Egbert, in the eighth century, says that "in order to make instruction sink deeper into their hearts, they should be taught not only to say, but carefully to sing their prayers, the Our Father, and the Apostles' Creed, etc."

One great advantage of singing is that it gives more time to think of the meaning of the words. Hurry is in reciting, not in singing.

5. Some people are forever correcting children, but never praise or reward them. Be firm, be the master, and punish, if need be. But give plenty of praise and encouragement. Often bestow tokens of approval—little presents of no money value. Better these than costly gifts, because you want the child to value the approval rather than the token; and expensive presents must be rare. The Catholic Truth Society can supply the need.

St. Francis de Sales used to carry about medals, rosaries, pious pictures and such things to give to children who answered their catechism well, or who pleased him by their good conduct, and, strange as it may appear, grave ecclesiastical councils have decreed that churches must furnish little rewards to give away as encouragements to good children.

6. The system of giving marks to children, at every class, for knowledge and for good conduct, and rewarding those who obtain a maximum of good marks at the end of the month by some little prize, publicly bestowed, is very effective. Prizes, distinctions, precedencies and other forms of approbation should be freely used. A little emulation awakens the faculties and keeps a whole class on the alert.

Do not grown-up people, civilians and soldiers, covet a clasp, a medal, a ribbon, letters appended, and titles prefixed, to their names? Sovereigns seem unable to satisfy the demand. Children also have the same appetite, which is an instinct of our nature, and are led by it. Encouragement stimulates and brightens, and it is enhanced by being given publicly.

Again, to give children a treat, to take them for an excursion, to play a game, to visit a church, an altar, a convent, or a gallery, to get up an entertainment for them and their parents; all these things signify affection, esteem, real charity; and have a magical power to make children bright and happy, and associate the thought of their religion with genial and pleasant memories. Sir Philip Neri and St. John Baptist de Rossi knew this well, and are admirable models for our example in this respect.

7. One more to parents and catechists. If you wish the children to be bright and interested, be bright and interested yourself. If you teach a lesson, tell a story, exhibit a picture, show that you yourself enter with spirit into the matter. Let us see that you can be moved, to indignation, to admiration, to love. Do not hesitate to lead your hearers to pray. A catechist, like a preach-

er, must exhibit by words, tone, gesture, his own faith and feeling, if he would make his hearers believe and feel aright. Feelings of enthusiasm, admiration, fear, hatred, desire, love, are catching. Children are delightfully simple and responsive to earnestness.

8. Put away, as a fatal delusion, the idea that religious training is mere memory and head work. The Church teaches just the contrary. We implore the Holy Ghost "to kindle within our hearts the fire of His love"—to create them again, and so renew the face of the earth by love. It is by the light of the Holy Ghost that He instructs the hearts of the faithful, and thus it is—through the heart—He makes them truly wise and happy. "Enlighten our understandings and inflame our will."

All human efforts will fail, unless God grant this gift of wisdom. Children and all should therefore often pray for it.

Holy Mary, Mother of God, pray for us sinners now (while we are trying to know and love Thy Dying Son), and at the hour of our death. Amen.

Poetry for Children.

AGNES REPPLIER.

CHILDREN dearly love imaginative poetry. This has been demonstrated by so many successive generations of little boys and girls that now, in an age dominated by prose, a mathematical and scientific age wedded to accuracy and proven facts, the pleasures yielded by rhyme and rhythm fall mainly to the share of youth. The child does not wholly belong to us. He is untouched by the ambitions and limitations that make each century a battle-field and a prison for those who dwell in it. He is a member of his own commonwealth, the laws whereof have been handed down from boy to boy, and from girl to girl, since the far-off day when little St. Theresa and her brother set blithely forth with a crust of bread in their pockets to convert the inhabitants of Morocco, and be martyred for their faith.

We do not sufficiently take into account the heroic and limitless nature of a child's imagination when we measure it by his imperfect intellectual development. Children may enjoy a great deal where they understand very little, and this enjoyment is an important factor in their early education. It is a golden chain drawing them unconsciously to the love of things great and good. The most interesting experiment I have ever seen tried to test the natural bent of young and ignorant children towards what is really beautiful in English poetry, was the work of a teacher in one of the public schools of a great western city. Her class was composed of little boys and girls from six to eight years of age, well-fed, well-clad, but with no knowledge of anything beyond the city streets. They were the children of artisans who earned good wages, but were themselves wholly uneducated, many of the mothers having but an imperfect acquaintance with the alphabet. The young teacher conceived the idea of reading to these tiny pupils a little good poetry day by day, when their lessons were over, to see if they took any pleasure in literature which was apparently far beyond their infant grasp. With admirable tact and discretion she selected musical poems, of which the very words might prove seductive to baby ears, and she read the same verses over and over again, so that her listeners might become familiar with the sound, if not with the sense thereof. As her idea was to test the children's enjoyment of poetry, she avoided, as far as possible, ballads and tales in verse, lest the delight of hearing a story should be keener than the delight of listening to rhythm; and she essayed very little explanation of what she read, leaving the alert young minds to puzzle out the meaning for themselves.

Now, what was the result of this simple and sane experiment? In a few weeks the restless ranks of tired

and fidgety little scholars began to listen with rapt attention to their favorite poems; and, as they were generally permitted to select the reading or part of it for themselves, their teacher learned just what she desired to know—who were the chosen poets of their childish hearts. First and foremost on the list, called for oftener than any other verse, and always receive with delight, was Lord Tennyson's "Brook;" and baby lips were heard repeating softly the enchanting refrain:

*"Men may come and men may go,
But I go on forever."*

Next in order was the beautiful "Bugle Song" from "The Princess," with its clear delusive echoes, its Elf-land music blown sweetly through the air; and after these came a host of spirited and charming poems, among which ranked high "The Pied Piper of Hamelin"—one of the few stories allowed—and all good verses about birds and beasts. Some selections from "Hiawatha" were tried without success. Wandering eyes and listless attitudes betrayed a painful lack of interest in the Indian epic, and it was speedily dropped from the lists.

I think these tests of the greatest value to teachers, and to all who are concerned with the education of children. For it is through his enjoyment only that a child can be taught the power and the value of poetry. It is by the path of pleasure that this ennobling and illuminating influence enters his heart. And the influence, to be far-reaching, must be unconscious and sincere. Didacticism is of slight avail, though religious poems, if they be highly imaginative, appeal powerfully to a child. Such tales as Longfellow's "Legend Beautiful," which has been so admirably versified by Eleanor Donnelly, and the lovely old "Legend of Provence," which Adelaide Proctor tells very sweetly though at too great length, and which Mr. John Davidson has so strangely brutalized, make a lasting impression upon childish minds. The serious objection to a great deal of religious poetry is its melancholy character. This objection may be urged against much of Miss Proctor's work, and even against such old-time favorites as Hans Andersen's "Little Gretchen," and Herder's "Statue and the Child," which, in their various translations, are familiar to most nurseries. Poetry, for the young, should strike a joyous note. It sometimes happens that we gather figs from thistles, for there is more that is good and wholesome in the cheerfulness of Colley Cibber's "Blind Boy," than in a volume of verse about saintly children who die too soon for sin.

To conclude, there may be no real trouble in finding plenty of admirable poetry for the child to read and love. Scott and Tennyson and Longfellow alone yield a rich harvest to the gleaner, while such charming verses as Cowper's Epitaph on a Hare, and Allingham's "Robin Redbreast," are of incalculable value in teaching the best of lessons,—affection and tenderness for God's dumb creatures. I sometimes wish that a volume of poems could be compiled which should have, as far as possible, a Catholic tone, and the grace of familiar Catholic allusion, yet the contents of which should, nevertheless, be chosen broadly for their beauty's sake. But in default of this desirable and unattainable collection, there are several books, both English and American, that cannot fail to delight. Only let us avoid, sternly and persistently, those modern versifiers who publish every year, at Christmas time, a mass of foolish milk-and-watery rhymes, fit only to make a child the dullard we are pleased to fancy him, and to weaken his natural, inborn appreciation of better things.—*Ecc'l Review*, Vol. XV., No. 6.

***The spring term is the proper time to turn to nature study. Observe the budding of the trees, the blossoming of the flowers, the young green shoots of wheat or corn forcing their way to the light, through the mould and clay, by the simple persistency of growing. Study these most wonderful phenomena of nature, talk of them and learn the lesson they teach. Get up a collection of spring exhibits of plant life and growth. Sow a few seeds yourself. Plant something for the class. If possible, have gardens near the playground.

School Management.

The Catholic Notion of Authority in Education

From the French of Pere L. Laberthonniere
(No. 7 Pedagogical Truth Library.—N. Y.)

VII.

Conclusions to Be Drawn *Continued from March issue.*

We can now state more precisely, and at the same time enlarge, our solution of the problem. Religious education is declared to be incompatible with intellectual and moral initiative; and thus people are led to form an absolutely false idea of Christian doctrine and of the Christian notion of a teacher's duty. But, as a matter of fact, the necessity of giving a religious education and of teaching a revealed doctrine constitutes no new problem. Whether we are religious or secular, believers or unbelievers, an opposition always arises between master and pupil the moment there is question of education; in every case a struggle occurs, tho under many forms and in varying degrees. Here is the difficulty, and it is always the same. To settle it, it is not sufficient to eliminate religion from education for even after religion has been eliminated, the master and pupil will still remain in presence of each other, the one having to command and the other to obey,—a living antinomy, displaying a conflict between that which ought to be and that which is.

But this is not enough to say. By eliminating religion from their program, not only will the partisans of "secular" education gain nothing, but they will lose everything. In point of fact, why have they rejected religion? First and principally, because it implies an authority dominating souls and seeking to form them into a society; and secondly, on account of certain fundamental dogmas with which they affect to be scandalized, e. g., the dogmas of Original Sin and the Redemption, which explain how, while retaining our own autonomy, we are all associated together in the evil which is committed as well as in the good which is accomplished. But these things are implied in all education. If we ask why education is necessary, what aim it should have and what means it should employ, we must always return to that same explanation. If because of prepossessions, we do not return to it, we can no longer give any meaning to what we are saying and doing. The proof of this is in the incoherence and confusion of ideas pointed out at the beginning of this essay. What crowns all is that, in spite of themselves, our opponents adopt what has been rejected, even while pretending to reject it; but, unfortunately, they distort the explanation. Thus they speak of piety without faith, and of faith

without dogma; thus they seek to effect a moral unity of mind, thru a unity of education imposed by the State. Others again frankly demand secular missionaries for this work.* They can no longer open their lips without appealing to solidarity as if it were a recent discovery. And—a thing hitherto absolutely unheard of—they presume to reproach Christianity with lacking a social character, and with developing in men only the care of individual salvation.† Do they not see that Catholicism with its organization, its hierarchy, its worship, its dogma of the Communion of Saints, is standing there in protest like a fact dazzling their eyes? The great reproach formerly made to Catholicism—if the occasion offered, no doubt it would be made again—was that it supposed certain intermediaries between God and the individual, instead of leaving every one to work out his own salvation alone. What has not been said on this subject? No one can be ignorant of the fact that this complaint lies at the bottom of old-fashioned Protestantism and of the Rationalism which has succeeded it. But nowadays, when men perceive that Individualism has proved to be a mere abortion, instead of repudiating it, they proceed to attribute it to Catholicism, and at the same time, they seek to get hold of a fragment of truth stolen from the Church. How can they help seeing that this is nothing but a practical recantation? Do they imagine that they can dispose of truth at will, taking just as much of it as they wish and using it as their cause requires, rejecting it one day and accepting it the next?

In Catholicism we avoid these inconsistencies. We can reconcile perfectly what we think and what we practise. Practical necessities do not force us to give the lie to our theories. In undertaking to educate, we recognize that the work of freeing humanity is to be accomplished by joint responsibility. Otherwise there would be no reason for undertaking it. And we realize that we are accepting a complete doctrine on the nature of man, his conditions of existence, his destiny. This same doctrine we teach in such a way that our manner of acting corroborates our teaching, and our teaching justifies, while it explains our method of action.

We know that, in order to accomplish this work of deliverance, an authority is necessary; and we are not afraid to say so. But we know also, and we are not afraid to say it, that this authority in order to be liberative, must be disinterested. It must present itself as a spiritual authority transcending all temporal and earthly motives. By this we mean that it is essentially in its principle a Goodness and not a Power, and that for it the use of power is legitimate, and consequently efficacious, only while power is subordinated to goodness.

We admit, then, that the law of sacrifice presides over education. We know its significance and its bearing. We know that the sacrifice made by the least among us is not an act isolated and lost in time, but rather a fruitful participation in the eternal work of the common Redemption.

*M. Evelin, *Revue de Metaphysique et de Morale*, Aout 1900.

†M. Darin, *Revue de Metaphysique et de Morale*, Mai 1900.

We labor to form a society of souls or, if you prefer, a moral unity of minds. But we know that a society of souls cannot exist unless every soul is freely united to the others by reciprocal love. We know that souls are won from within; and that people desirous of seizing them, close them by oppression, instead of penetrating into them; for souls are not to be seized from without, and when any one tries to seize instead of to penetrate them, they close up in resistance to this oppression. We know that love breathes itself in and does not impose itself.

This is why we say that education has nothing in common with either that vulgar skill in avoiding difficulties which is gained by experience, or with the *savoir faire* that knowledge gives. We may institute courses of pedagogy; but, if a living spirit of faith does not circulate thru them, our trouble and our time will be lost. Doubtless there is a science of education; but education is not merely a science, it is an apostolate. And to be an apostle it is necessary to believe, to love, to devote oneself unselfishly, to give oneself up to the crucifying reality of daily tasks required in a life lived for the sake of others. Meanwhile, however, one is enlightened, sustained and directed, by the firm and certain hope that all one allows to be taken, and all one spontaneously surrenders, will help along toward the realization of what God has laid up for Humanity.

But, I confess, shame overwhelms me as I say these things. For where is the educator such as I have defined him, and who will pretend to realize this ideal? I know not. But what I do know is that there will never be anything good in education unless those concerned with it are at least raised above earthly things

by this ideal; and unless, even while foreseeing that in reality they must fall far below it, they unceasingly constrain themselves to approach it. What I am equally certain of is that the educational theorists who seek to substitute something else in the place of this ideal will find nothing but incoherencies, nothing but empty and deceitful words. They oscillate pitifully between abandoning and oppressing the child. If there are any among them—and I doubt not that there are—who do not practise either abandonment or oppression, it is because they are better than their words; because, in spite of all their pretensions of giving a "secular" education, they retain at heart a Christian generosity, a Christian respect for souls, a secret worship of a Divine ideal, and the sentiment of a duty which surpasses all interests. But let them take great care lest, in speaking as they do, they blaspheme against whatever of good they have within them. They cannot do it with impunity. They wish, they tell us, only liberty. And as if by an avenging irony, their liberating efforts result in an evil and cynically expressed desire of a Caesarian domination over minds. Such is the ridiculous and odious failure of false liberalism.

Minds belong to no one, and no one can rightly seek to capture them. We can win them only by giving ourselves to them in order that they, in turn, may give themselves to us. Thus does God act with Humanity. The task may seem arduous, but it is useless to complain; such as it is, it must be undertaken. It is indeed arduous, since it is essentially an affair of devotion and sacrifice. But it is also great and beautiful; it is, let us say the word, divine. And in spite of all, it brings with it its own recompense, since, in working at it, we have the joy of working for the very coming of the Kingdom of God, which is the reign thru charity of liberty and of peace.

SCHOOLROOM HINTS

Primary Reading Games

The value of action lessons in the primary grade can hardly be over-estimated, for it is only thru doing that the child can know. The game can be very well employed in the first part of the child's reading work. Thru it he is led to the thought expressed by the words. The child's mind is centered wholly upon the thought and he cares for the words only in so far as they help him to get the thought. There is another distinct advantage to the child, and it is that, as nearly as possible, he acquires the knowledge of words unconsciously. Of course all games must be consistent and based upon something which will interest the child.

For beginners, there should be but few commands in the games given, as

"Fly, little birds.
Run, little birds.
Sing, little birds."

A Commendable Plan

FRANCES R. STILLWAGON.

There being in our course of study no directions concerning nature, literature, biography or art lessons, I planned a course for my grades, the fifth and sixth,

which has proved very successful and beneficial in many ways.

I selected for each month in the school year one author, one artist and one historical character. Some of the authors were chosen because of their writings being suitable for the children's reading, or fitted to the season. The nature lessons were upon different topics, suggested by the season, the weather or the children's observation.

The lessons were given as morning exercises, one morning to each, and continued and reviewed from week to week. The children were allowed to take notes and on Friday afternoons the language time was given to writing the stories. The interest of the pupils was greatly increased by the use of the Perry or Brown pictures in the one-cent size. These were placed upon our bulletin board and allowed to remain for sometime. The children brought their pennies and bought the miniature pictures with which to illustrate their stories. These we keep in book-like portfolios, each child having his own.

We also learned each month a short poem from the author we were studying, or one appropriate. The following is my outline:

Month.	Artist	Author	Historical
Sept.	Bonheur	Bryant	Indian Lore
Oct.	Murillo	H. H. Jackson	Columbus
Nov.	Dupre	Whittier	Pilgrims
Dec.	Raphael	Engene Field	Lafayette
Jan.	Rembrandt	Alcott	Lincoln
Feb.	Van Dyck	Longfellow	Washington
March	Millet	Cooper	Am. Inventors
April	Landseer	Lowell	Revolution'y Heroes
May	Corct	Irving	Grant

However, as the ability of the class increases, games should differ in their length and degree of difficulty. At no time should the presentation of a game cover more than one recitation.

I have found the following method of procedure most successful. I give all of the play or game at one recitation. Then we go thru the game until the children have learned the action side and oral commands. After this I place the commands on the board in large vertical script. The children are now given a chance to do what the chalk has said. If pupils have been alert and the game well mastered in the oral presentation, little hesitancy will occur in performing the commands when written on the board. Whenever a child hesitates he must recall what we did.

After the actions of the game are well performed from the commands on the board, we cut off the actions and hold to the form. The teacher points to the command and the pupil tells what it says. First the commands are taken in order, then out of order. Then the teacher should write the commands out of their regular order, and have pupils recognize them. After this the teacher may call attention to some of the words. Nouns are generally the best words as the child remembers them. The words may then be taken out of the sentence. When possible the real thing or else a picture of the thing should be shown with its name. Care must be taken not to sacrifice the idea to the form. How soon the teacher should call attention to the parts of the word, depends upon the class. In my judgment this last step should not be taken till the latter half of the first year.

Hulda Hollstein.

To Prevent Whispering

Here is a device which I think will help those who are troubled with whispering or any other bad habit. Draw on the blackboard with colored crayons, (with a pasteboard pattern) as many five-pointed stars as you have pupils. Number them, or better still put their names in the center of the star. Draw three rays out between each two points. Everytime or at the close of the day, if a pupil has whispered one of these rays is erased and if one whispers oftener than there are rays, erase the points and finally the whole star. On the second month (if you wish to continue the device) he gets a new star, but of a dull color.

Each pupil aims to keep his star shining.

If blackboard room is wanting the stars could be used as a border on the top of the board. The first thing upon entering the room in the morning they will look to see if their star is still shining. It will make them happy.

Katherine Lieber.

Laugh and Grow Fat

"A San Francisco paper tells of a woman who was the victim of severe crushing sorrows, who adopted a novel cure for despondency, indigestion, insomnia and kindred ills.

"She determined one day to throw off the gloom which was making life a burden in and about her, and established a rule that she would laugh at least three times a

day whether occasion presented or not; she trained herself to laugh heartily at the least provocation, and without one, would retire to her room and make merry by herself.

"She is now in excellent health and spirits, and her home has become a sunny and cheerful abode, husband and children have become greatly affected by her mirthfulness, and now all are healthy and happy."—Midland Schools.

Teaching Writing

1 First efforts at writing should be in large characters. Children don't see all the short curves in small letters.

2. Pupils should see the letters made before trying to make them. The movements in writing are as important as the form.

3. Drawing and writing are very different things. Some persons who write poorly draw beautiful letters. Drawing letters is John Brown's mule going lumbering along the road; writing is a racer trotting a mile in 2.10. The gaits are different.

4. Let pupils use pen and pencils.

5. One line for writing is enough. To require pupils to write between two lines, or more, only adds to the difficulty.

6. Until a handwriting is well formed thoughtless and careless writing should not be permitted at any time; after that it will not be indulged in.

7. If you can so interest a pupil in writing that he will practice writing when out of school, you have made a fair writer of him already.—R. L. Himes, in Louisiana School Review.

Teaching Reading

One of the great problems in the reading recitation is to hold the attention to the work and to keep all pupils thinking. When one pupil is reading the other pupils should either be thinking the thought or be silently reading with the pupil who is reciting. It is hard for the teacher to hold all pupils to the work in hand. One good plan that I have always advised is occasionally to call on some other pupil to take up the work of reading or to tell what has just been read. This has a good effect. It causes all pupils to think the work as it is being done in the class. Pupils do not like to be publicly considered as not paying attention. The failing to continue the work condemns them without a word from the teacher. Another plan is to cause the reader occasionally to look up from the book and if he sees any one who is not following, stop till that one gives his attention. This is as good as the first plan. If you have not tried these plans, try them and I know you will be surprised at the results. I have visited classes in reading where there seemed to be only one thinking at a time. It seemed to be understood that only one was to think at a time. But did you ever think of the loss of time when such practice is allowed? And then the habit the pupil gets into will be a detriment to him thruout life. It will hurt him in every other recitation in the school.

G. B. Coffman.

Language and Reading.

Steps Observed in the Method of Teaching Spelling

SUPT. F. E. PARLIN, QUINCY, MASS.

In recent years this has been the most neglected subject of the curriculum. In many places the spelling book has been banished from the school as a useless if not a harmful thing. The pupils were expected to learn incidentally—by mental absorption. The results have not been quite as predicted. It has been found that many pupils who have incidentally learned to spell are apt to spell incidentally, simply because their mental pores and lymphatics are not adapted to that method. Some strongly eye-minded children will spell very well without giving any special attention to the matter but with many, spelling is an art acquired with difficulty. Their spelling is mechanical and, like everything mechanical, is perfected only by careful attention and much practice.

One may say spelling is of little educational importance, yet no one forgives a poor speller. A speaker may make mistakes in pronunciation or even in grammar and be pardoned, but let him in writing misspell a word and there is no escape from the charge of illiteracy. Some years ago during a heated presidential campaign one of the leading candidates was actually accused of the crime of having misspelled a word. Few, however, would regard spelling as an adequate test of one's education, although it is too important to be neglected by the schools.

To give incidental attention to important words wherever found is well but not enough. There should be a special daily exercise in which the pupils give careful attention to the form, pronunciation and meaning of a few new words; and, in the upper grades, to prefixes, suffixes and derivation. Every new word added to the child's vocabulary is the key to new thoughts.

The work in spelling should be more than learning the correct arrangement of letters in words. It should be an elementary word study for the purpose of making clear and definite the words the child has already acquired and of adding new words to his vocabulary.

It has been the custom of the teacher to select for spelling, words from the reading lesson or from the textbook in geography or history. This practice as a supplementary exercise, especially for the spelling of proper names, may be valuable; but, if the only instruction in spelling, it is open to criticism. The vocabulary is not broad enough—many common words are entirely omitted. The teacher selects words that are in his or her vocabulary, and teachers' vocabularies differ widely. The country bred has one, the city bred another; those from poor homes one, those reared under more favorable conditions another; men one, women still another. Not only are many important words entirely omitted but the teacher above, not knowing the words taught in the grades below, duplicates many of them so that the same

words not infrequently keep reappearing in the spelling lists.

Time is wasted upon derived forms when the child is familiar with the simple form. If the pupil is master of *accept*, for instance, there is no need so far as the spelling is concerned of giving him *accepts*, *accepting*, *accepted*, *acceptable*, *acceptor*, *acceptation*, *acceptance*, *unaccepted*, etc., to the number of thirty or more, for he already has the key in the whole list. Thus it appears that the first thing needed in the teaching of this subject is a carefully selected and suitably graded list of words, for no one would attempt to teach all the words of our language. This list should consist of a few thousand of the commonest English words in their simplest form, except in those cases where a derived word is in more general use. Such a list upon which much time and care had been spent and which had been tested by actual use for several years was unanimously adopted by your Board, and ordered printed. It has been published in convenient form under the name of The Quincy Word List, and supplied to all the elementary schools. In this list no word appears twice, so the pupils make new acquisitions each week. They master about eight hundred words a year, which means about six thousand at the end of the grammar school course. But as these are chiefly "key words," they should have command of about twenty thousand forms.

As I see it, the order of steps in teaching and learning to spell new words is as follows:

First step, the *form*: Present the word without division into syllables and without diacritical marks to the eye. A correct visual image is the beginning of correct spelling. Marks and division into syllables change the form or appearance of the word and just so far render the visual image defective.

The second step is the correct *pronunciation* of the word. If necessary, it may be presented upon the blackboard properly divided and marked but should be erased as soon as the pupils are sure of the pronunciation. One does not know a word until he recognizes it in its usual form and can pronounce it correctly without the aid of divisions or marks. In the use of words, whether in speaking, reading or writing, one has no such aids. Therefore, he should master the pronunciation as completely as the spelling. There should be pronouncing tests, using the words which have been taught.

The third step is the *meaning* of the word which should be clearly in the mind of the pupil before he attempts to spell it. The *form* and *meaning* should be associated constantly. From the fifth grade up, not only the commonest meanings should be brought out but the pupils should be led to discover synonyms and antonyms, care being taken to show the shades of difference between synonymous words. The meaning of a word is made more definite not only by comparing it with other words of similar meaning but also by comparing it with words of opposite meaning. Too much in this line must not be attempted at first but much can be accomplished in the highest grades. Such work promotes clear thinking and the accurate use of words.

The fourth step is to call attention to the *arrangement of letters*, if there is anything peculiar or likely to be troublesome; otherwise say nothing about the arrangement. The last step is *practice* in using the word both

orally and in writing with the meaning in mind. It is better to use it in sentences than alone and better for the pupil to compose the sentences than for the teacher to dictate them.

Usually too many words are assigned for a lesson. It has been our custom on Monday to write neatly and clearly upon the blackboard in front of the class twenty words in groups of five and to teach the first five. On Tuesday these are dictated to the class for spelling and the next five are taught and so on thru the week. On the next Monday the twenty words of the preceding week are reviewed and twenty new words placed on the board. By this method the words are before the eyes of the pupils a week—long enough to make their forms familiar.

The recitation in spelling is conducted in various ways—sometimes the teacher dictates the words and the pupils write them as a test. Again, the teacher dictates the words and the pupils write sentences involving the correct use of the words. At another time the teacher may dictate sentences involving the correct use of the words while the pupils write them. In the upper grades after some instruction in prefixes and suffixes, the teacher is at liberty to dictate derivatives instead of the words in the lesson.

The benefits of oral spelling are not generally appreciated. It is freely granted that the only use of spelling in practical life is in writing, but in learning to spell the ear-minded child is greatly helped by oral spelling. It affords a good drill in clear enunciation and correct pronunciation. Every few weeks there should be a review of at least the most difficult words taught during the year, and "a good old-fashioned" spelling match is well adapted to that purpose. It also arouses a real interest in spelling. Two rules should always be observed in connection with it, however,—notice of the words to be used should be given several days in advance, and, during the match, no pupils should be allowed a second trial if he misses the first time. There should be no guessing. In the lower grades oral spelling should predominate.

[The foregoing is from the annual report of Superintendent Parvin.]

Phonics in the Primary Grades

FRIEDA L. BRAUN, EVANSTON, ILL.

Phonics during the first year of a child's school life is the key by which he unlocks the door of the great book world. Then, why should it not be given to him almost as soon as he enters school? He has spent the first six years of his life in learning to talk, and now he is presented to us to take the more difficult step of changing the written or printed symbols into phonetic sounds, which make oral words if the reading is oral reading. Reading is the getting of thought thru the medium of written or printed symbols. Oral reading is giving this thought to others.

When a child begins to talk he does not commence by speaking in complete sentences; neither will he begin reading by reading whole sentences.

Short sentences of action may be given such as: Run; jump; come to me. But before long it is found that the slower children confuse the words, hence the necessity of introducing phonics. Guessing is one of the great trials of the primary teacher and phonics

seems to be her only aid by which she can hold pupils responsible for the correct calling of words.

Phonics is well begun by teaching the sounds of the consonants first and drilling on them thoroly. Every child ought to know his sounds as well as his tables.

It is better to begin with sounds of letters whose forms are quite dissimilar so as not to confuse them. B, S, and M, are usually taken first as they are the initial sounds in baby, see and mamma, the first words taught. The script and print forms of the letters are associated from the first. Little cards are taken with both the script and print forms on them, so both forms are presented to the child simultaneously as:

m	m
---	---

After the consonants are taught, a syllable such as an, is given the children and they read the new word as rapidly as the consonants are prefixed, as an, man, tan, ran, can, fan, pan, Dan.

In teaching the vowels the long and short sounds of each vowel are taught. Marking the letters disfigures the word so much for a young child that it seems wiser not to use the diacritical marks. If he is troubled about the sound of a vowel the simple word, long or short, from the teacher will help him over the stumbling block.

Even after a child has learned all the sounds of all the consonants, the long and short vowels, the hard and soft c and g, he is often hindered in working out a word on account of the strange combination of letters which have a peculiar sound, as o-w. So, some of these combinations which always or nearly always have the same sounds, are taught and are called "Helpers." Here comes a very good chance to teach the names of the letters, incidentally.

A-y is placed upon the board and the children are told that a-y says long a.

Each day a new helper is added to the list until one has a list similar to the following for a first grade class.

ai	er	ou	in	tion
ay	ea	ow	it	ill
aw	en	oo	ph	ight
all	ew	oa	ly	ness
an	ar	or	ice	ought
at	ch	oy	ake	
ate	sh	oi	ing	
ought	th	un	air	

As each new "Helper" is added to the list, a word is given containing the new combination and the child is asked to work out the new word, thus, applying what he has just learned. A word containing more than one combination, as the word entertain, may be given.

The child is given a reasonable length of time to get the word and when called upon he rises and speaks in complete English sentences, thus giving a language exercise, also.

He says, "That word is entertain. The first helper is—en and says en; the second helper is e—r, and says

er; and the third helper is a—i and says a." Children in the first grade may work out any of the following words without any assistance, after six months of school, in the manner above.

drawn	ventilation
crawling	shouting
frightened	underneath
broiling	brought
orphans	kindness
coward	orchard
threw	bairn
shorten	vacation

After a few lessons of drill on these combinations on the blackboard the children are asked to visualize them and give their sounds.

Each one is given a different combination. I-g-h-t is given him orally, and he answers, "I-g-h-t says it" (long i). This has now only reached him thru his auditory channels and if he has any difficulty in giving the sound he is told to write it on the board and he immediately gives the sound showing that his difficulty was in visualizing.

Children may be encouraged to bring in new words to test the ability of their classmates.

This creates intense interest and encourages them to read outside of school. They search for new words in books, newspapers and signs.

In the second half of the year this work may be carried on still further along the line of visualization. The children now give words themselves and pick out

the helpers without writing or seeing the word written.

Toward the end of the first year the child begins to recognize the syllable, but this is more thoroly taken up in the second grade where syllabication is more carefully studied.

In the second grade the child discovers that one syllable is spoken with more force than the others and he is given the word, accent, which he immediately adds to his vocabulary.

A good exercise for second grade pupils is as follows:

A printed word on a card is presented to the class and held before them for a reasonable length of time, so that they may get it and visualize it. It is then removed from sight and a child is called upon. He answers, saying: "That word is invention. It has three syllables. The second syllable is accented. The i and e are both short; t-i-o-n says shun."

In order to talk about this word he has been obliged to hold it in his mind's eye and concentrate. The question may arise of what use is this to the children. It is put to use very often right in the class. One child is unable to get the word. The teacher says, "Help him, James." James says, "The e is short, John." This may have been the stumbling block to John and he now has the key with which to unlock the word, and a teacher that has the pupils help one another is doing much for her school, for what is the school if there is not that spirit of helpfulness.

"Every Little Helps," is a good motto.

Paper Folding and Cutting: Easy Geometric Forms

G. E. ASHLEY.

To cut a five-pointed star take a four-inch square of thin paper and fold the lower edge with the upper edge as in Fig. 1. Next find the middle of the

large angle aob, as in Fig. 3. Now fold again along the middle of

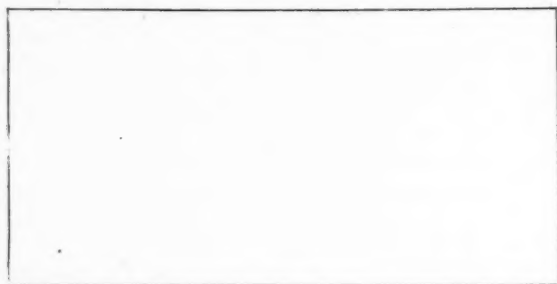


Fig. 1.

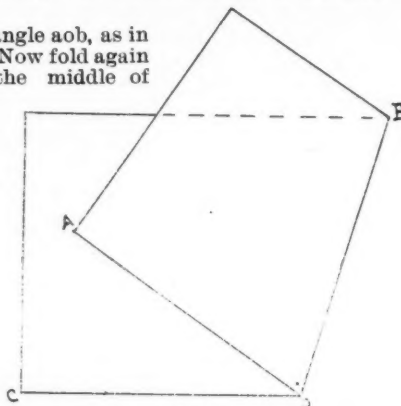


Fig. 2.

lower edge and take hold of the lower right-hand corner and fold it upward towards the upper left-hand corner so that the folded part will be twice as large as the part that is not covered, i. e. the angle aob will be twice as large as the angle aoc, as in Fig. 3. Now fold the lower left-hand corner upward to the right so that the edge will come exactly in the middle of the

the large angle as in Fig. 4 and cut as in Fig. 5. When opened the star will be the result. This is an excellent exercise in judging the size of angles. The accuracy of the star depends upon the accuracy of the folding. After a few trials even very young pupils will fold very accurately especially when they have an object in making them.

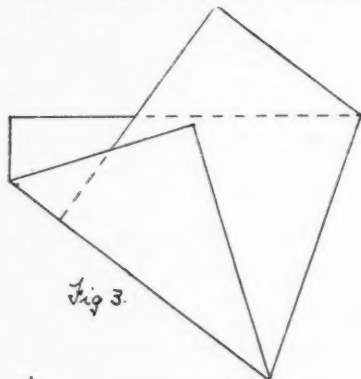


Fig. 3.

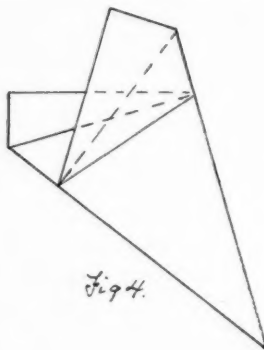


Fig. 4.

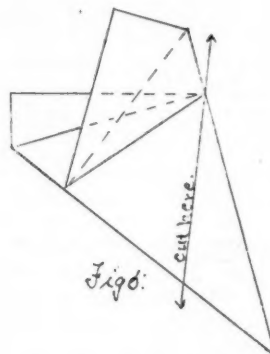


Fig. 5.

Number and Arithmetic.

Leading Pupils to Comprehend Problems

Whenever the conditions of a problem are not clearly understood, lead the pupil to grasp them by the use of questions and illustrations, and not by any set form of reasoning. Let the question be such as to make the pupils think. In such problems as: At the rate of 20 pounds for a dollar, what will eight pounds of sugar cost? 25 pounds? 100 pounds? some preliminary questions like the following may be helpful: "10 pounds cost what part as much as 20 pounds? 4 pounds cost what part as much as 20 pounds? Do you see any way of getting the cost of 8 pounds?" If the pupil is still uncertain, ask him what 4 pounds cost, and then what 8 pounds cost. In finding the cost of 25 pounds, the pupil may be led to find the cost of 1 pound first, and then of 25 pounds. There is some advantage in having pupils form a habit of working thru the unit in finding the cost of a given number. But in such problems as: A man bought a dozen peaches at the rate of 2 for 3 cents, what did they cost? it is better to work by multiples. To perform this problem the pupils should be led to see that 12 peaches will cost 6 times as much as 2 peaches.

In some problems it may be well, if the pupils find difficulty, to lead up to the required result by carefully graded steps; for example, in, If eggs are worth 20 cents a dozen, and butter 30 cents a pound, how many eggs are worth 4 pounds of butter? to ask how many eggs would pay for 40 cents' worth of butter, 80 cents' worth, etc. In such as this: If it takes me $\frac{1}{4}$ of an hour to make one button-hole, how many can I make in 3 hours? The questions might be: "How many can I make in 1 hour? in 6 hours?" And in: What is the cost of 1 gallon, 2 quarts of molasses, at 60 cents a gallon? "How many times can the measure be filled from a quart can? from a gallon can? from a two-gallon can?" In such problems as these: How many miles does a swallow fly in 5 hours, if it flies 440 rods per minute? If 5 bushels of wheat is equal to a barrel of flour, how many barrels of flour are made in Minnesota out of 1,000,000 bushels of wheat? it will be found useful to give the same conditions with small numbers. Formal oral "explanations" of problems should not be required at this time. Statements of processes, however, may be made, but care should be taken that the words exactly represent the thought of the speaker with little reference to the form of language.

Continued attention should be paid to the written analysis in the solution of problems. The following analysis of the three problems here given may suggest good forms for the pupils:

I have 4 bins containing 75 bushels, 48 bushels, 90 bushels and 35 bushels of corn. If there are 60 pounds of corn to a bushel, how many pounds of corn will they all hold?

Give the number of bushels in 4 bins.

To find the number of pounds in 4 bins.

75 bu.	60 lb. in 1 bu.
48 "	248
90 "	
35 "	480
	240
248 " in 4 bins	120

14,880 lb. in 248 bu.

What is the height of an iceberg which is 612 inches above the water and 8 times as many inches below the water?

Given the height of an iceberg above water.

To find the whole height of the iceberg.

612 in. = height of iceberg above water.

4896 in = " " " under "
612 in.

5508 in. = entire height of iceberg.

How much does it cost a year to heat a school-house if there are 87 tons of coal burned, worth \$7.25 a ton?

Given the cost of one ton of coal.

To find the cost of 87 tons.

\$7.25 cost of 1 T.

87

5075

5800

\$630.75 cost of 87 T.

—Prince's Teachers' Manual, Arithmetic by Grades.

Finding the Surface of a Sphere

Problem for Pupil: Find the surface of a sphere whose diameter is 20 inches.

Suggestions to Teacher: A good method of finding the surface is to compare it with the surface of a right cylinder whose height and diameter of base are exactly equal to the diameter of sphere. By wrapping the sphere and cylinder with narrow waxed tape, and after unwrapping them, comparing the amounts of tape, it will be observed that the areas of the surface of the sphere and the lateral surface of the cylinder are alike. Since the lateral surface of a cylinder is found by multiplying the circumference of the base by the altitude, it will be seen that the surface of a sphere is found by multiplying the circumference by the diameter.—Adapted from Prince's Teachers' Manual. Ginn & Co.

When wake the violets,—Winter dies;

When sprout the elm buds, Spring is near.

When lilacs blossom, Summer cries—

"Bud, little roses, Spring is here."

—Oliver Wendell Holmes.

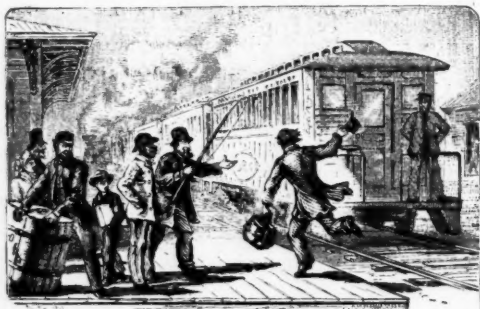
Cut-up Story Pictures for Third and Fourth Grades

The following are taken from Lyte's Elementary English. These pictures may be used without any reference to the outlines, for inducing oral composition in the form of little stories from pupils in primary grades below the third grade. They may be used in the same way in the third grade. In the advanced work of the third grade and in the fourth grade classes the accompanying outlines may be used as an aid to the imagination and to induce thought.

These outlines should be supplemented with questions and suggestions by the teacher. Follow the hints for writing compositions or stories.

The pictures may be cut apart along the ruled lines surrounding them mounted on pasteboard or stiff paper, and placed in the hands of pupils for observation as a preparation for oral work to be followed by further study and written work in accordance with the outlines.

ONE MINUTE TOO LATE.

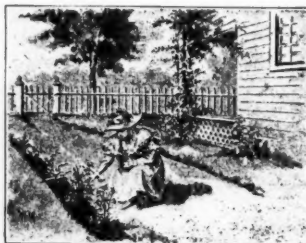


1. Study the picture carefully, and tell what you see, using complete sentences.
2. Read the following, filling the blanks with the necessary words:—

ONE MINUTE TOO LATE.

A ——— wanted to ——— the morning train, but he has come a ——— too late. The ——— is going without ——— He runs very fast, and ——— he can jump on the last ——— He carries his ——— in his left ———, and with his ——— hand he is waving his ——— The wind blows his ——— and his ——— He shouts to the ——— on the car, but that ——— no good.

Gathering Flowers.



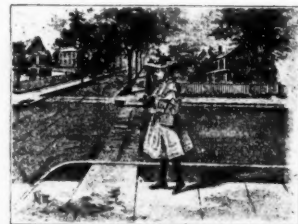
I.

I. ORAL EXERCISE

Describe what you see in the pictures.

II WRITTEN EXERCISE.

Write the story suggested by the pictures.



3.



4.



A kind teacher

chickens
Saturday
grandma.

Nature Study.

Growing Flowers for a Flower Show or Contest

The love of a flower in the heart of a child is the highest thing that nature study can hope to develop. No amount of knowledge about flowers can take its place nor compare with it in life value. This, with some knowledge of horticulture, acquaintance with poisonous plants, wild flowers, trees, and some of the lower forms, is the botany that should be required below the high school.

Too often, especially in our efforts at education, when we strive hardest to develop love of a subject we succeed in awakening quite the reverse emotion. This is a delicate matter, and it must be half-hearted love that attempts to teach. Books on psychology and child study help us all too little in these fundamental matters. The best we can do is each to ask himself: What flowers do I like best? How did I come to like them? How old was I when the feeling began, and what associations have I formed with them? How and when were these formed?

Flowers greet us with a burst of color and fragrance on a perfect morning in June, awakening feelings of delight, and we associate the pleasing emotions with them. On the other hand, the same flowers, sensed in some striking way at a funeral, become unendurable because of the association they arouse.

When Queen Louise was fleeing from Napoleon with her family, the carriage broke down; and while they were waiting, to soothe little William's crying, the queen made him a crown of the blue corn flowers by the roadside. Ever afterward they reminded him of his mother's eyes and became his best-loved flower.

The problem of developing love of flowers thus becomes one of forming pleasing associations with them, and it should be remembered that the strongest and most persistent association is that related to the will of the individual. Under normal conditions a person will love those things about which his work centers, to which the effort and energy of his life are devoted.

With these preliminaries clear, we may begin by asking the children: What flowers do you like best? Why do you like these better than any others?

Let this be a writing lesson, giving it to the class without warning and encouraging each one to write honestly just as he may feel. If any do not like flowers, encourage them to state the fact and give the reasons, as far as they can, for their feelings.

Next make a composition lesson on what the children know about cultivating flowers. Ask them to write about their own doings in this line. What

flowers have they raised? How did they succeed? Let them describe the seeds, and tell how they planted and cared for them. Those who have done nothing of the kind may have to be provided with a routine writing lesson for this period. But from these lessons you may gather the lines of interest that the children have already begun to develop.

Have a package of seeds, if possible of the flower that most of the children like best, and ask how many would like to take some seeds and see who can raise the best plant. Distribute an equal number of seeds to as many as wish to undertake the work, and give a simple lesson and demonstration on the preparation of soil and best way to plant. This should be done early enough, so that the plants may be well grown and in fine bloom for the flower show at the end of the spring term. The seeds should be planted and reared at home, each child promising to do all the work himself, to take the sole care of his plant, and to bring in his result, whatever that may be, at the end of the term.

It will be better for many reasons, for the independence and ingenuity of the children and to preserve the impartiality of the teacher, if the children be given to understand that each must find out for himself, from books or parents or anybody who knows, the best way to rear his plant. A number of seeds, five to a hundred, according to the variety, must of course be given to each, and it may be clearly pointed out that, if a child be careful, he may have a number of plants. The question being, Who can raise the best single plant? a child may try different methods with different plants, and so learn for himself which way is best. Thus we cultivate thoughtfulness and power to reason, and initiate unconsciously into scientific experiment directed toward tangible and practical ends.

We may begin in the first grade with some plant of easy culture and continue with more difficult plants, making this a regular feature of the spring botany work thruout the grammar grades. In neighborhoods where none of the children has ever planted a seed or tried to rear a plant of any sort, it may be necessary to begin with easy plants for all grades.

For the best success of these lessons we need to select plants as beautiful, attractive, and interesting as possible, that will bloom well between time of planting and end of spring term. They should also be adapted to pot culture.

To rear a plant *best* is the lesson. A man is a whole man only when he plays. This competitive element thus enlists the whole child, brings into action every scrap of power to think, reason, investigate, experiment, to will and to do, of which a child is capable. And do we think how large a lesson we have given? No man yet knows how to rear any single plant *best* or has ever been able to do it. It is the lesson, in epitome, of the human race in learning the best cultural conditions for different plants, the making of two blades of grass grow where one grew before, the lesson of improvement by culture, and applicable not only to plants but to everything else that has life and grows. It represents the momentous step of the race from barbarism to civilization. In this simple, easy,

and natural way we permit the child to throw himself into the great current of human effort, that has done more than anything else to uplift human life, and let him play and learn to swim in it; and we may be sure that no child who has once thrown his whole heart and soul into this effort can ever develop into quite the ruffian or savage he might otherwise have become. Unless we do introduce this element, the work may fall to the level of meaningless drudgery. With it the lesson epitomizes in a tangible, practical way the universal struggle for existence, the effort to do things well, which is the first condition of all success in life. It has seemed from the sustained interest and enthusiasm of the children that they feel this truth instinctively. Here is no mere book and word lesson the relation of which to success in life few children can adequately appreciate. *It is a mastery of the real forces of nature.* They must use the sun's heat and light, the air, water, and earth, and it is a natural step from such a lesson to think, "If I can do this well, I can succeed in life itself."—*Nature Study and Life.* Ginn & Co.

Study of Seeds and Plant Growth

Differences in Seeds

Collections of seeds should be made, large ones and small ones, and these can be grouped, (1) those with a very hard covering, such as nuts of various kinds and the stone fruits. It will require the frost of winter to break this covering, and many nuts can be found in the spring which have been thus broken. (2) Those with a thick skin; e. g., horse-chestnut, chestnut, acorn. By planting these in moist sawdust it will be found that the young plant has force enough in it to break thru the hard covering. (3) Those with a thin skin; e. g., bean, pea, squash. These are easily burst by the growing plant; just the swelling is enough to break the skin. Lists of these groups can be made on the board, and they will serve as texts for oral or written descriptions.

Arrangement of the Parts in the Seed

This is best found by a set of comparisons between two seeds like the bean (squash, pea) and corn. (1) Sketch the dry seeds of each; follow this by a sketch of the same seeds soaked for twelve hours. This is to emphasize the changes in size and shape as the first change that comes to a sprouting seed. The two should be compared to see if they change alike. A careful oral report is made of this comparison. (2) Study the soaked seeds together for comparisons; the outside skin and the effect of the soaking. Which slips off the easier? Next the parts that can be distinguished, with their names; the two thick cotyledons of the bean with the little bud (plumule) between them. This has a distinct stem (caulicle), and two small leaves already formed. A sketch on the board with names attached will help fix the names, and they

should be used constantly in the oral and written descriptions. The cotyledons can be spread apart and a sketch made.

The corn is quite different. On one side of the seed is the single cotyledon; and the little plumule is only slightly developed, while the largest part of the seed is taken up with the food stored for the young plant. This should be sketched by the side of the bean and pea.

Growth of the Seeds

(3) Sprout the seeds in the moist sawdust, and report the differences in the ways of growth once or twice a week till the plants have developed their plan of growth. After they have sprouted, a few seeds can be placed on floating cork, with the roots inserted thru holes in the cork; this plan allows free observation of the growth of all the parts. The roots, stem, leaves, buds, as they develop, should be sketched at the different stages. The cotyledons will be prominent in the changes in the bean, but little noticed in the corn; the main root with its branches will differ from the clustered rootlets of the corn; the broad, unfolding, net-veined leaves of the bean are markedly different from the uncoiling parallel-veined corn leaves. This will impress the truth that different plans accomplish the same result. Children may be tested by a few simple questions written on the board.

(4) Seeds sprouted in the soil. Large, medium, small, and very small seeds may be planted at the same date, the record being made on the board. The conditions are kept the same, and comparisons are made and recorded: the number of days required for each to appear above ground; the first thing to appear, cotyledons or plumule; the time required for the first leaves fully to open; the kinds of leaves and arrangement of the branches, etc. Under each of the four headings a careful record is made for the purpose of developing observation of details. The horse-chestnut, acorn, squash, and grass seed will serve as illustrations of four that may be selected. The record should be carefully copied by the children.

Planted April 4	Date Sprouted	What Appeared	Date 1st Branch	Kind of Leaves	Result May 4
Horse Chestnut....					
Acorn.....					
Squash.....					
Grass.....					

Many other differences will be noticed and orally reported, for the object is to see every change that takes place. The thoughts regarding the meaning or value of any of these steps are to be encouraged, always referring to nature herself for the answers to unsettled questions. The aim of this year's work is power to compare processes of growth.—*Nature Study by Months.*

I open wide the portals of the Spring

To welcome the procession of the flowers,
With their gay banners, and the birds that sing
Their song of songs from their aerial towers.

—Henry W. Longfellow.

Geography and History.

Reading a Map

WALTER J. KENYON.

The proper reading of a good text-book map is the equivalent of many pages of text in the measure of information conveyed.

There is the "legend" to begin with. Down in one corner of the map is usually to be found a little printed explanation of the various colors and symbols employed in that particular series of maps. It is a very good tonic for the teacher herself, as well as her pupils, to go over this legend occasionally and thus renew a possibly lapsed acquaintance with the map in its fullest value.

The oceans, for instance, are probably colored in two tones of blue. What does each one signify? The land areas are colored in several tints. The green is used to represent lowland, but just what elevation ceases to be lowland, according to convention? In the plateau colors, which represents the lowest plateau areas and which the higher ones?

Estimate the altitude of some city on the map, as LaPaz or a lake, as Titicaca. Verify by the encyclopedia or "Lippincott's Gazetteer."

Here are two tests that work well as blackboard exercises:

Draw an outline of South America and express your notion of its elevations by inserting cross sections. Let these be at latitudes 5° N., equator, 20° S. and 40° S. See Fig. 22.

Draw another outline of South America. Now, suppose the continent were to sink 1,500 feet into the sea, how would this subsidence modify the coast-line? Show it in the drawing (Fig. 23). Again, suppose a further subsidence of 3,500 feet, making 5,000 in all. Show the new coast-lines.

Now as to rivers. Take, for example, the Amazon. In how many ways does the map tell the direction of its flow? Can you say, from any marks on your map, how far up the various rivers are navigable? If not, it is not much of a map.

Infer the character of the coast of lower Chile. Compare it with that about Buenos Ayres.

As to the cities—how can you tell whether any given one is important or not?

What do the lines mean that extend right and left across the map? What is latitude?

On the basis of latitude and altitude make a judgment as to the climate of some city—say, Quito, in Ecuador; also Para, in Brazil.

What do the lines signify that extend up and down

across the map? What is longitude? What is a degree?

On the basis of latitude and longitude, discover the antipodal point of any place, say your own home.

Find the "scale of miles" on your map. Invent some use for it.

Using the scale of miles find out how far your home is from some definite point, such as a city, mountain, or coast.

On the basis of latitude calculate how many miles you are from the equator; also from the poles.

On the basis of longitude calculate the distance in miles between Guayaquil and Para.

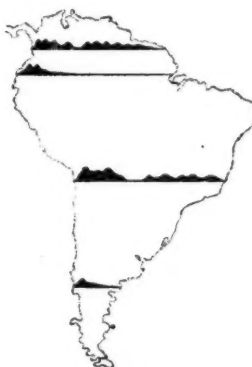


Fig. 22.



Fig. 23.

Verify your answer by measuring the distance with the scale of miles.

Other interesting exercises may be given on the special maps of climate, vegetation, commerce, etc., etc.

Let it be imagined that we have departed from the subject of chalk talk it is well to reflect that an intimate acquaintance with the map is the only basis for correct map drawing. Otherwise the exercise degenerates into the mere tracing of lengths and breadths which are without meaning and hence without value. Surely no one cares to know merely that South America is longer than it is wide. A continent is like a human being. One cannot draw a character sketch of John Doe, by only setting down his avoirdupois. And that is exactly what a blackboard map should be—a character sketch. And it will answer wonderfully to this description if your imagination rides, tourist-like, upon your crayon as it moves.—The School Journal. N. Y.

Geography Plan

In the study of Europe I have found the children much interested in collecting pictures and making scrapbooks. I give each one a country for which he is responsible; but they help each other and every morning they divide the wealth of pictures they have gleaned from papers and magazines, old and new. Valuable information is gained by means of these, and in a way that they enjoy because they, not the teacher, are doing the work.

- At the close of our study of this continent, each pupil writes me a letter from his country telling me of the strange customs and dress of the people, and about the various places of interest. To make it seem more real they postmark the envelopes, and the boys who have collections of foreign stamps have been generous enough to furnish one for each letter.

The scrapbooks are inexpensive, made of common light yellow manila (ordinary wrapping) paper, with covers of heavy ingrain wall-paper in plain colors. The children may decorate these if they choose. We have not time for mounting the pictures in school, that is always done at home. It is pleasant work for evenings, interesting not only to the children but to the older members of the family as well.

L. G. Rockford.

Great Industries

E. A. MOORE.

Tin, Where Found

Tin is one of the oldest of the known metals. Long before the Christian era those wonderful commercial people of the ancient world, the Phœnicians, obtained it from the British Isles. Today it is found in so many countries that when you come to look them up you find your ancient ideas acquired in the geographies of fifteen years ago are in crying need of revision; for that number of years represents ancient history concerning tin, so wonderfully has that industry developed in the last twelve years.

Here are the principal tin-producing countries: Russia, Germany, Austria, Portugal and Spain in Europe; southern Asia is dotted over with tin deposits, Burmah, the Malay Peninsula, the Straits Settlements, Banca or Banka an island in the Malay Archipelago is noted for its tin, it and Billiton in the East Indies now produce twice as much as the noted mines of England which not so very long ago were the only ones your geographies considered worth mentioning. Japan has tin. Australia is so blessed with it that nearly every Australian colony produces some. New South Wales has valuable deposits and across Bass Strait Tasmania has been an important tin-producer and promises to continue the good work. In South America Peru has rich mines of tin. Bolivia produces so much that it ranks second in importance of that country's metals, silver being first. Bolivia's output of tin is greater than that of England. Mexico has mined some. In the United States the Temescal mine in California produced the first tin ever sent to market from this country. This mine is in the Temescal Hills, a part of the Sierra Madre range, only a few miles from the Santa Fe station at South Riverside. In the Black Hills of South Dakota there are tin deposits that give promise of rich production.

A clear idea of the sparse and wide distribution of this useful metal is given on page 13 of that superior recent work Adams's Commercial Geography (D. Appleton & Co.); and may prove to be in such sharp contrast to our preconceived ideas as to demonstrate

the need of constantly revising our geographies; for when that cannot be done, we can at least set ourselves to the profitable task of revising our geographical ideas and bringing them up to date as much as possible.

Forms

Tin ore occurs in two conditions—that of "tin stone" in veins combined with other metals, in Bolivia and Peru it is often found with silver; and "stream tin" washed down by streams from the neighboring hills and deposited as pebbles in the river mud. Nearly all the tin from the great Billiton region is found in alluvial deposits. The famous Banca tin is mostly stream tin, and the mines or rather washings are largely owned by the Dutch government. The Banca tin-bearing layer is about three feet thick and about twenty-five feet below the surface. In southeastern Asia the deposits of tin-bearing gravel are sometimes forty feet thick.

Stream tin, the most valuable form of this metal, is often washed out of its gravel much as gold washing is done, as described in article XXX of this series; and its smelting and refining is much like that of copper, treated in the twenty-ninth article of this series. Singapore on an island of the same name at the extremity of the Malay Peninsula, and the capital of the British colony of the Straits Settlement, has the largest tin smelting works in the world, for the chief product of this colony of Great Britain is tin; and from this source our own country buys half of the metal used in its more than 300 tin-plate mills.

Tin is so malleable that it can be rolled into sheets a thousandth of an inch thick, making leaf or tin-foil which is now used in so many ways for wrapping confectionary, tobacco, and other commodities that need to be kept cool, the lining of tea chests and boxes, the coating of Leyden jars and electrical glasses, that the tin-foil industry is a great one by itself.

In a Cornish Tin Mine

A writer in the London Post describes a descent into one of the famous tin mines of Cornwall, so vividly that excerpts are here given:

"If the reader cares to descend into a tin mine it will give me pleasure to act as his guide, but he must first change those fine clothes, for the land whither we are bound is a place of darkness, with slippery paths, dripping walls, and an atmosphere heavy with penetrating dust.

"We walk down a gritty road to the shaft—a wooden building somewhat like a small mill, with a wheel like a huge spider's web at its side, to which runs a rope from the distant engine house. Inside this building we find the tall iron gig or cage that is to let us down into the mines. We step into it grasping the iron rod that runs down the center, and lean our shoulders against the back, while we fasten a bar across the opening to prevent ourselves tumbling out.

"We are ready to descend. The signal is given; a bell rings in the engine house, and presently—while we hold our breath—the gig begins to descend. It goes slowly and smoothly, slipping down the shaft with scarce a rustle; then the pace increases, we begin to rush—but still smoothly and easily—going straight down as a stone falls from the top of a cliff to

the rocks below. We grasp our candle and, holding a hand behind it so as to throw the light forward, we glance at the rushing rock in front of us, as we go falling thru the earth. The pace increases; we are going down, straight as a line. But now prepare for a change. The course of our journey is to alter; in a minute the gig will impinge on rock, and then we shall shoot off diagonally, roaring thru the earth away from the shaft, away from the buildings atop, under the railway station, under those cottages where we saw the gay clothesline fluttering in the sunlight—away and away, till we are under that great hill which stood so far away from us when we alighted at the station.

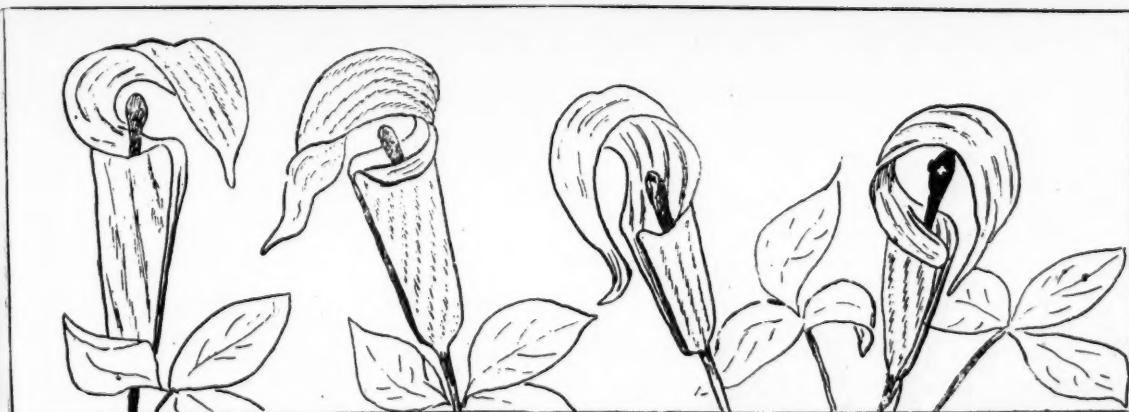
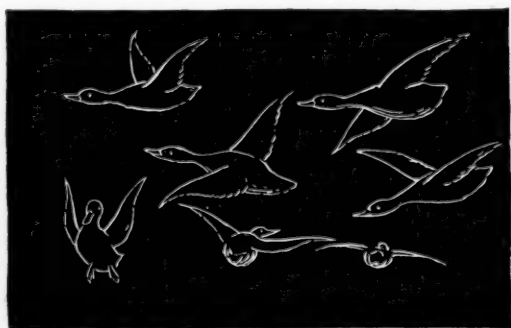
"Bang! The moment has come. With a roar and a rush we are rattling away diagonally thru the darkness, while our candles flicker and the rock sweats as we rush past it. We are now a quarter of a mile underground, and with another hundred and twenty yards we pull up for our first stop—2,280 feet below the earth's surface. The gig slackens, the candles steady their flame, and we can trace the color of the rock. Down we go slowly, slowly, till at last the gig slackens almost to a stop, and with a jerk finally pulls up in front of a little gloomy cave. It is all very silent and ghost-like. We step out, and for a moment sit down on the rock to rest ourselves after that rushing journey.

"It is like a sea cave, this tunnel, and we creep slowly along, stooping under the low roof, with our hands against the side, our eyes fixed a yard before our feet. As we go we hear the drip, drip, of water, and far off in the distance the clink of mallet and drill

where the miners are at work. The tunnel winds and twists, and presently in front of us rises a gray mist of blackness, different from the darkness in which we have been traveling—a thin, insubstantial darkness, dimly luminous, palpitating with something that warns us to walk warily. We approach nearer, picking our steps, till at last our feet strike on boards, a loose chain runs at our side, and we pull up gazing with amazement into yawning space. Far away in the distance little lights twinkle and move; far below—so that we have to kneel down and crane necks over the abyss to see them—little lights twinkle and move; and far above us, high up in the unseen dome of this vast chasm, the same little lights twinkle and move. As we look there comes on our ear the rhythmic clink of the mallet striking the drill, sounding like church bells heard across a misty valley, and then a sharp crack, followed by a roar that rolls up thru the darkness, shaking the rock-hewn walls and filling the place with echoes. Far away from us—so far as to be safe—they are blasting, and again and again rolls up that reverberating roar like the sound of a distant battle.

"Think what a working means when into such a cavernous space you could pile St. Paul's Cathedral atop of St. Paul's Cathedral, and once more St. Paul's Cathedral atop of that, and only then scrape the roof with the golden cross! And this vast space, hewn out of rock, reaching down to more than 2,000 feet below green fields, fluttering clothesline, and the roaring railroad train rushing over the main line to Penzance, is the work of man's hands unaided by nature, and all done that he may plunder the earth of her tin."

BLACKBOARD DRAWINGS



Special Day Exercises

Spring's Return—A Nature Play

(For Art or Day or Other Spring Exercise)

HULDA A. WESTPHAL.

Winter. Dressed in overcoat sprinkled with cotton, staff in his hand, is sleeping on a throne in the center of the stage. In a half-circle around him are

I. *The Flowers.* Dressed in white carrying garlands of the flowers represented.

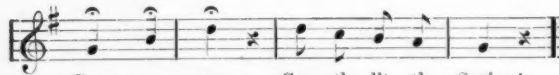
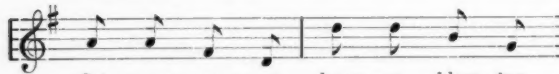
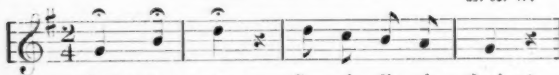
II. *The Trees.* Carrying dry branches of different trees. Two should carry pine branches.

III. *The Birds.* Their wings are made by placing the fist in the hollow under the arm. They should wear a picture of the bird represented across the front of the coat.

[ALL SING.]

Calling for Spring.

H. A. W.



The Birds.—

Cold and raw blow the wintry winds.

Birdies can't find food or shelter;

South we all go helter-skelter.

Come, come, come, gentle little Spring!

[All birds flutter off the stage toward the south, except the Sparrows who remain upon the stage.]

The Trees.—

[Swaying dry branches to and fro.]

Sad and low is our music now;

Thru our twigs cold winds are blowing,

Keeping little buds from growing,

Come, dear Spring, warmer weather bring.

[Exit all but the Pines.]

The Flowers.—

[Shivering and sleepy.]

Cold and gray is the wintry day,

We must sleep until the springtime
Brings again the cheery sunshine,
Come, come, come, gentle little Spring!
[All go to sleep on the stage.]

Winter.—

[Waking up slowly and rubbing his eyes sleepily.]
In my dream I heard sweet voices,
Voices as of birds and flowers,
Voices of the trees and woodlands
Calling for the flowery springtime.
Does it mean that they are weary
Of my feathery little snowflakes,
Of my noisy laugh, the northwind,
Weary of my icy reign?
Yes, I feel the air grow warmer;
And my icy heart is melting.
I must leave and go far northward
To the land where lives the reindeer,
Where the Esquimaux are hunting
Polar bears upon the icefields,
Where there's snow and ice forever.
[Exit slowly toward the north.]

Spring.—

[A girl dressed in white, decorated with flowers, dancing in from south end.]

"I come, I come! You have called me long;
I come o'er the mountain with light and song;
You may trace my steps o'er the wakening earth
By the winds which tell of the violet's birth,
By the primrose stars in the shadowy grass,
By the green leaves opening as I pass."

—MRS. HEMANS.

[She stops and looks around surprised.]

Ah, but here's a spot where Winter
Still has left his chilling traces;
All the birds have left this country,
All except these little Sparrows

[Sparrows flutter and chirp]

Chirping on the frozen pathways,
Fluttering round the barren trees.
All the Trees are dead and leafless;
And the buds in their brown cradles
Shiver in the winter's wind.

Here no green nor growing tree is,
Save the Pine that's green forever,

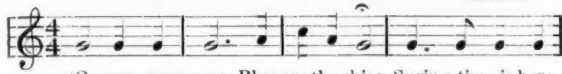
[Pines sway to and fro]

Green in summer, and in winter,
Green thruout the whole year's changes.
All the little Flowers are sleeping,
Slumbering gently thru the winter,
I must call them and awake them."

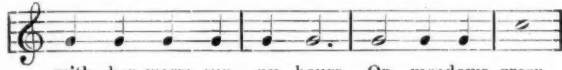
[Stoops over them and sings.]

The Flower's Awakening.

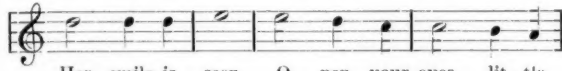
H. A. W.



"O - pen your eyes; Blue are the skies; Spring-time is here



with her warm sun - ny hours. On meadows green



Her smile is seen. O - pen your eyes, lit - tle



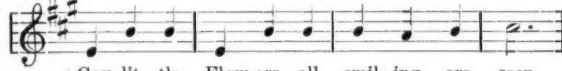
Flowers, sweet Flowers, O - pen your eyes, lit - tle Flowers."

[Flowers awaken and circle round her, singing:]

H. A. W.



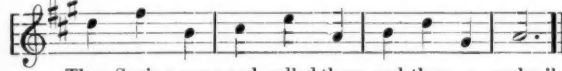
Nodding and danc-ing 'mid grass-es so green



Gay lit - tle Flow-ers, all smil-ing, are seen.



Win - ter had cov - ered them with his white cloak,



Then Spring came and called them and they a - woke."

[Spring seats herself on throne, Flowers in half-circle around her.]

Violets.—

[Advancing, offering Spring a flower.]

"The Violet hides its yellow face

Within its purple hood;

And in some shaded little place

It whispers, 'God is good!'"

—H. A. W.

Daisies.—

"At evening when I go to bed

I see the stars shine overhead;

They are the little daisies white

That dot the meadows of the night."

—SHERMAN.

Pansies.—

"Within the Pansy's heart I see

A gentle face smile back at me,

A face that's filled with love and peace,

That's why we call the flower 'Heart's-ease.'"

—H. A. W.

Dandelion.—

"Bright little Dandelion,

Downy, yellow face,

Peeping up among the grass

With such gentle grace;

Minding not the noisy wind

Blowing hard and cold,

Brave little dandelion

With a heart of gold!"

—SELECTED.

Lilies.—

"Into the lily's burning heart

A cooling dewdrop rolled,

And a sunbeam shone upon it there

Till it gleamed like purest gold;

For the sun had seen the kindly deed,

And the tale to the sunbeams told."

—H. A. W.

First Rose.—

"The robin sang beneath the eaves;

"There is a rose of a hundred leaves,

But the wild rose is the sweetest!"

Second Rose.—

"The nightingale made answer clear;

"O darling rose! more fair! more dear!

O rose of a hundred leaves.'"

—SELECTED.

White Clovers.—

"I wonder what the clover thinks,

The fair little friend of the bobolinks;

Comrade of winds, beloved of the sun,

Kissed by the dewdrops one by one."

Red Clovers.—

"Sweet by the roadside, sweet by the rills,

Sweet in the meadows, sweet on the hills,

Sweet in its white and sweet in its red,—

One half of its sweetness cannot be said,

Sweet in its every living breath,

Sweetest, perhaps, at last in its death!

O, who knows what the clover thinks?

No one, unless the bobolinks!"

—SAXE HOLME.

First Violet.—

But how bare it looks without the green trees!

Second Pansy.—

No fresh, leafy branches to sway in the breeze!

Second Violet.—

And all the sweet flowers on hillside, in glade,

Will be scorched by the sun, for dry twigs give no shade.

All Flowers.—

"O cover the treetops with foliage green,

Let the opening buds and fresh leaflets be seen!"

—H. A. W.

Spring.—

[Sings to the tune of The Flowers' Awakening.]

"Woodlands awake!

Green branches take,

Let your green banners all wave in the breeze;

Throw cooling shade

On moss and blade;

Open your buds, waving trees, dear trees,

Open your buds, waving trees."

—H. A. W.

Trees.—

[Enter, carrying leafy branches; sing to tune of

"Nodding and Dancing."]

"Swaying so gently to left and to right,

Stretching our arms out toward Heaven so bright;

While all our murmuring leaflets now sing:

'Hail to thee, Hail to thee, all-changing Spring!'"

—H. A. W.

First Tree.—

"Flutter little leaflet,

Dancing in the sun,

Why are you so happy?

You're such a little one."

Second Tree.—

"On my fresh green garment
Fairy feet have trod;
And the hand that made me
Was the hand of God.

Third Tree.—

"My thirst the dewdrop quenches
And sunbeams bright warm me,
How can I be unhappy
When He takes care of me?"

Fourth Tree.—

"When I turn my face toward Heaven
His kind face I cannot see,
Yet I know that He is watching,
That He loves and cares for me."

—H. A. W.

All Trees.—

[Rustling the branches.]

"Softly, softly rustle the leaves in the wood,
Cares which may the mind encumber
Waving branches soothe to slumber;
Softly, softly, rustle the leaves in the wood.

[Trees and Flowers hum a slumber song.]

Spring.—

"Softly, softly, nature is singing her song,
Dreamily the sounds entwining,
All in one I hear combining;
Softly, softly, nature is singing her song."

—KUHMS+DT.

[All become drowsy and nod.]

First Daisy.—

[Jumping up.]

But I want some lively music. At this rate we shall
all fall asleep again. I miss the noisy twitter of the
birds. The sparrows alone cannot sing to us and keep
us awake. Call back the birds, dear Spring.

All.—Yes, do call them back home, dear Spring!*Spring.*—[To the tune of Flowers' Awakening.]

Come, birdies come

'Back to your home;

Springtime is calling you with sweetest words.

Leafy green bowers

And pretty flowers

Await your coming, gay birds, sweet birds;

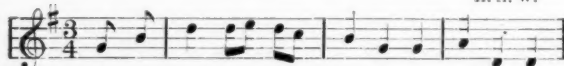
Come to your homes, little birds,"

—H. A. W.

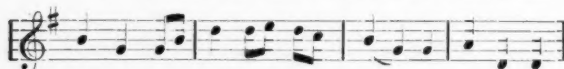
Birds.—

[Come flapping in, singing very lively.]

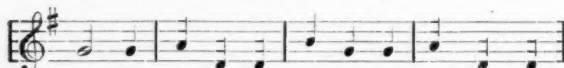
H. A. W.



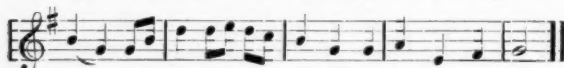
"O we chat-ter and twit-ter, we chirrup and



tit-ter; We cir-cle on high, we flut-ter and



fly; We chirp in the morning and all through the



day, And ev-en at evening we still sing a-way."

Robins.—

"One morning in the garden
I heard the robins' song;
'I really beg your pardon
For tarrying so long;
And this is just the reason,—
Whatever way I flew,
I met a backward season,
Which kept me backward, too'."

—SHERMAN.

Sparrow.—

"Don't kill the birds, the little birds
That sing about your door
Soon as the joyous Spring has come,
And chilly storms are o'er.

Woodpecker.—

"The little birds are harmless things,
Oh, let them joyous live;
And do not seek to take the life
Which you can never give.

Thrushes.—

"Don't kill the birds, the pretty birds
That play among the trees;
For earth would be a cheerless place
If it were not for these."

—SELECTED.

Scallows.—

"When the earth again is green,
When the leaves and flowers are seen,
Then a little bird I'd be
Flying where it pleaseth me.

Bluebirds.—

"A bluebird I should like to be
And in the dewy dell
I'd sing away so bright and gay
Till evening shadows fell.

Larks.—

"A sweet lark with her cheery song,
O, I would rather be!
And eve and morn I'd still sing on,
So wild and glad and free."

—SELECTED.

Bobolinks.—

"Don't rob the birds of their eggs, boys;
It is cruel and heartless and wrong,
And remember by breaking an egg, boys,
You may lose a bird with a song."

—SELECTED.

Flowers.—

"Learn from the flowers to look upward toward
heaven.

Trees.—

Learn from the green leaves to trust in His care.

Birds.—

Learn from the birds to mount higher and higher.
Let your whole life be a song and a prayer.

—H. A. W.

[Close with a maypole dance.]

French Legislation Against Religious Orders.

The recent vote in the French chamber of deputies gives definite form to the present policy of the government to terminate the existence of the religious teaching orders and to substitute a system of governmental schools. The law voted is brief and negative in its terms, simply refusing authorization to nearly all the male teaching orders. Fifty-four orders are thus barred and only five are authorized—the Lazarists, the Priests of Foreign missions, the Priests of St. Sulpice, the Christian Brothers and Priests of the Holy Ghost. The effect of this is to place the orders outside the pale of the law and their further existence is through sufferance. Many of the orders, anticipating the vote, have already completed their plans to retire from the field. The vote shows that, notwithstanding all defections, the ministry commands more than sufficient strength to put its policy in execution.

The bill against religious associations which became a law while M. Waldeck-Rousseau was premier rendered it necessary for them to obtain authorizations from the government in order to exercise their functions or to maintain a legal existence. Some of the associations, knowing that they had no chance of being authorized, have forborne to make any request and have withdrawn from France. On the other hand, a great many associations have applied for permission to retain their corporate existence under the law and to continue to exercise their former functions, and certain applications have been granted. In the case of fifty-four monastic orders, however, the ministry have come to the conclusion that the request ought to be refused, and they have desired parliament to sanction such action on their part. When the proposal was submitted to the chamber of deputies it was referred to a special committee, which reported for general rejection. This is the report just accepted by the chamber. The ministry insisted that the report of the committee should be voted on in block while the opposition endeavored to have the vote on each order taken separately, believing some of them would be authorized. The ministry triumphed, and the fifty-four orders were refused authorization.

The report of the Commission on the Congregations did not belie the anticipations of those who fondly expected that the commission would support the government's proposal. The report, which was the work of M. Rabier, deputy, was published in *The Temps* of February 26, and fills six closely printed pages of six columns each. After some preliminary remarks, the report examines the legal position of the congregations which claim to have been duly authorized by previous governments, and comes to the conclusion

that there are only five regularly authorized Congregations, viz., the Lazarists, the Priests of Foreign Missions, the Priests of St. Sulpice, the Christian Brothers and the Priests of the Holy Ghost.

Sixty-one congregations applied for authorization. Of these sixty-one male congregations the government proposes to suppress fifty-four. The case of two is held in abeyance. The five not ostracized are given above.

These in all, with their dependent establishments, amounting to 45, are allowed to exist.

The total of establishments which will be abolished amounts to 1,919. Of these eleven *maison meres*, or head administrations, are in Paris. Among the suppressed congregations are:

Franciscans, with 89 establishments.
Dominicans, with 25 establishments.
Benedictines, with 9 establishments.
Passionists, with 5 establishments.
Redemptorists, with 19 establishments.
Chartreux, with 1 establishment.
Capucin Minor Friars, with 49 establishments.
Society of the Sacred Convent, with 136 establishments.

EDUCATION AS CATHOLICS SEE IT.

At a recent meeting of the Boston Teachers' club, Right Rev. Thomas J. Conaty, D.D., delivered an address on "The Teacher as a Trustee." He said said in part:

"The careful student of educational science is eager to know the opinions of thoughtful men upon educational ideals, and welcomes without narrowness or prejudice serious views, even of those with whom he may radically differ. The teacher of the people has a general trusteeship to education, and hence should aim to possess correct views on education, which are to be regarded as a result of different agencies acting toward the full development of all the faculties of man.

"To know the end and aim of life is essential in determining education. Rationalistic education seeks to establish the majesty of the human reason; Christian education bases itself upon the sovereignty of God. To believe in God is the supreme satisfaction of the intellect. A purely philosophical education will not satisfy the Christian. The education which has no Christ in it is incomplete, and the conscientious Christian cannot accept it as fully satisfactory. The lessons of life which Christ taught constitute the true life. The fitting of a man for the proper realization of life is true instruction, and the realization of it is true education.

"Religion must be made a factor in our education from the kindergarten to the university. The evils attending our life are undermining our social fabrics. It is in recognition of these truths that the Catholic Church claims that education without religion

is incomplete. It was religion that made the character of New England. Religion is not a mere sentiment, it is a vital force, a living law, an active obedience to the divine law. It is the sum total of the duties which unite us to God. In the political unrest of our times, the safeguards of our social and political liberty are in men educated in reverence for God and His laws. In these days, when forces of evil worse than Mormonism are perverting family life, when political life is drifting towards the belief that the Ten Commandments are unnecessary, and when literature is being dragged toward a filthy realism, and men are forgetting the Redeemer, our highest aim as teachers should be to teach men how to live, and especially to emphasize that moral character is greater than riches. Make men good and virtuous, make them reverence God and obey His laws, and you will have good citizens. Intelligence is not virtue; illiteracy is not crime."

A Good Portable Fire Escape.

We present herewith a picture illustrating the use of a portable fire escape, now coming into very general use for public buildings, schools, charitable and boarding institutions, as also residences. President Shuman of Cornell University writes of this escape: "After examining the fire escape of the Harris Safety Company, I have ordered three for my residence and I recommend that every lodging-house and every fraternity house in Ithaca higher than two stories, be provided with at least one."

The fire escapes are constructed of specially flexible, steel wire cables, tested to hold 2,370 pounds. The escape is wound upon a reel, winds and unwinds freely, is very compact, is inclosed in a handsome oxidized and ornamental metallic case, and is securely



fastened beneath the windowsill inside the building, ready for instant use. The device is approved by the Building Dept. of New York, has many strong commendations from users and seems to solve the problem of "sure and cheap escape from bedrooms and dormitories. An interesting, illustrated booklet, with letters from such users of the escape as Chauncey Depew, may be had by addressing The Harris Safety Co., St. James Bldg., New York.

Publishers' Notes.

The New York Sun says: "Dr. Cyrus Edson, medical commissioner of the city of New York, reporting on the spread of contagious diseases, states that the muslin book covers must go and be replaced by a hard paper to which zippers do not stick." Aside from the sanitary argument which should be sufficient to cause the general use of hard paper book covers, there is the strong point of economy—for books so covered will last much longer. Again cleanliness, which should be taught and insisted upon in the school, is directly promoted by use of book covers. The Holden plain finished, leatherette, germ proof and water-proof cover is the best cover on the market. It has been adopted by over 1400 school boards and is sure to give satisfaction. Free samples and booklet will be sent to school authorities by addressing The Holden Book Cover Co., Springfield, Mass.

The Philadelphia parochial school board has just added another to its valuable series of educational briefs, viz: "The Social Bearing of Elementary Instruction" a reprint from the article of Rev. W. Poland, S. J., in the American Catholic Quarterly Review, January 1903. Copies of the booklet may be had on application to Father McDermott, Supt. of Parish Schools, Broad and Vine streets, Philadelphia.

Ginn & Company, Boston, have just published a book of "English Poems from Chaucer to Kipling", edited by Professor Thomas Marc Parrott, of Princeton University. 12mo, 401 pp, mailing price \$1. The purpose of the book is to put into the hands of students in secondary schools and smaller colleges a collection of poems which will appeal to their tastes and touch their imaginations. Each selection is preceded by a short sketch of the author's life and a brief estimate of his work. Copious notes are found at the end of the book, to explain and interpret the poems.

An excellent revised edition of Daudet's *La Belle-Nivernaise*, has been prepared for class use by Frank W. Freeborn, formerly master at the Boston Latin School. (Ginn & Company, publishers). The notes which have been considerably increased clear up every serious difficulty presented by peculiar idioms or an unfamiliar vocabulary, and enable the English version to reflect more nearly the color of the French original. Cloth 68 pp. Mailing price 30 cts.

Most of our readers probably need no introduction to Frederick Koch Co., 34 Barclay St., New York, whose half-page announcement appears on the last page of this number of *The Journal*. The Koch Company has long supplied many of the largest Catholic school in the country, with medals, always giving the greatest satisfaction. They have a large variety of designs especially appropriate for parochial school use and manufacturing on a large scale are able to quote right prices. Read over their ad on the last page.

Where are you going to get your diplomas, commencement programs, etc., this year. The J. M. Olcott Co., 167 Fifth Ave., Chicago, can save you money on commencement goods, as they are making special offerings in that line. Write to them now for prices on new designs. Their proposition will interest you.

The Joseph Dixon Crucible Co., Jersey City, N. J., justly pride themselves on the high quality of their pencils and school crayons. They claim to make the best pencils on the market—not the lowest priced. And as experience will show the best is the cheapest in the long run—hence the great popularity of Dixon pencils in the schools of the country.

If you have need of slate blackboards or roofing slate, don't buy without first writing to the E. J. Johnson Co., 38 Park Row, New York. This company is one of the largest producers of natural slate in every form. They have their own quarries and their years of experience and reputation for fair dealing

will insure satisfaction to all who favor them with an order. Their prices are the lowest and they solicit the trade of Catholic institutions.

Order extra copies of our special Summer Institute Number. It will be out about the middle of June and will be, by far, the best issue of the year. Superiors desiring twenty-five or more copies of this number for use at their Summer Institutes will be quoted

By the will of the late James J. Doherty of New York, the sum of \$2,500 goes at once to St. John's college, Fordham, N. Y., to establish a scholarship, and \$10,000 more goes to the same institution on the death of the testator's brother, when the convent of Mercy, Batavia, N. Y., is also to receive \$500; the Home for the Aged in charge of the Little Sisters of the Poor, New York, \$2,000; Paulist Fathers, \$500; Church of St. Francis Xavier, for Masses, \$500; and the Xavier Alumni Sodality, \$500.

Over three thousand children are learning Irish in the national schools in Dublin.

Ground will be broken for St. Colman's new school, Cleveland, in a few days. The stone for the building has already been delivered and the work, once begun, will progress rapidly under the direction of Father O'Leary. The cost will approximate about \$54,000.

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35,

A Brief Summary for Busy Teachers.

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Publishers' Notes.

The New-York Sun says: "Dr. Cyrus Edson, medical commissioner of the city of New York, reporting on the spread of contagious diseases, states that the muslin book covers must go and be replaced by a hard paper to which germs do not stick." Aside from the sanitary argument which should be sufficient to cause the general use of hard paper book covers, there is the strong point of economy—for books so covered will last much longer. Again cleanliness, which should be taught and insisted upon in the school, is directly promoted by use of book covers. The Holden plain finished, leatherette, germ proof and waterproof cover is the best cover on the market. It has been adopted by over 1400 school boards and is sure to give satisfaction. Free samples and booklet will be sent to school authorities by addressing The Holden Book Cover Co., Springfield, Mass.

The Philadelphia parochial school board has just added another to its valuable series of educational briefs, viz: "The Social Bearing of Elementary Instruction" a reprint from the article of Rev. W. Poland, S. J., in the American Catholic Quarterly Review, January 1903. Copies of the booklet may be had on application to Father McDermott, Supt. of Parish Schools, Broad and Vine streets, Philadelphia.

Ginn & Company, Boston, have just published a book of "English Poems from Chaucer to Kipling", edited by Professor Thomas Marc Parrott, of Princeton University. 12mo. 401 pp. mailing price \$1. The purpose of the book is to put into the hands of students in secondary schools and smaller colleges a collection of poems which will appeal to their tastes and touch their imaginations. Each selection is preceded by a short sketch of the author's life and a brief estimate of his work. Copious notes are found at the end of the book, to explain and interpret the poems.

An excellent revised edition of Daudet's *La Belle-Nivernaise*, has been prepared for class use by Frank W. Freeborn, formerly master at the Boston Latin School. (Ginn & Company, publishers). The notes which have been considerably increased clear up every serious difficulty presented by peculiar idioms or an unfamiliar vocabulary, and enable the English version to reflect more nearly the color of the French original. Cloth 68 pp. Mailing price 30 cts.

Most of our readers probably need no introduction to Frederick Koch Co., 34 Barclay St., New York, whose half-page announcement appears on the last page of this number of *The Journal*. The Koch Company has long supplied many of the largest Catholic school in the country, with medals, always giving the greatest satisfaction. They have a large variety of designs especially appropriate for parochial school use and manufacturing on a large scale are able to quote right prices. Read over their ad on the last page.

Where are you going to get your diplomas, commencement programs, etc., this year. The J. M. Olcott Co., 167 Fifth Ave., Chicago, can save you money on commencement goods, as they are making special offerings in that line. Write to them now for prices on new designs. Their proposition will interest you.

The Joseph Dixon Crucible Co., Jersey City, N. J., justly pride themselves on the high quality of their pencils and school crayons. They claim to make the best pencils on the market—not the lowest priced. And as experience will show the best is the cheapest in the long run—hence the great popularity of Dixon pencils in the schools of the country.

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By the will of the late James J. Doherty of New York, the sum of \$2,500 goes at once to St. John's college, Fordham, N. Y., to establish a scholarship, and \$10,000 more goes to the same institution on the death of the testator's brother, when the convent of Mercy, Batavia, N. Y., is also to receive \$500; the Home for the Aged in charge of the Little Sisters of the Poor, New York, \$2,000; Paulist Fathers, \$500; Church of St. Francis Xavier, for Masses, \$500; and the Xavier Alumni Sodality, \$500.

Over three thousand children are learning Irish in the national schools in Dublin.

Ground will be broken for St. Colman's new school, Cleveland, in a few days. The stone for the building has already been delivered and the work, once begun, will progress rapidly under the direction of Father O'Leary. The cost will approximate about \$54,000.

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Current Affairs--Church and School News

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Dear Sirs—Please send as soon as possible 3 No. 1 S. D. floor brushes, the same as you sent us in December.
The brush is most satisfactory.

Yours respectfully,
Sisters of St. Joseph.

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Church and School Notes.

From the results of the last high school pass examination in Bengal, says The Indian Daily News, our readers will be struck by the phenomenal success of the Catholic institutions. Out of a total of sixty-nine successful candidates, they have supplied no less than forty-three. A pupil of St. Xavier's college tops the list in the honors for candidates under seventeen years of age; a pupil of St. Joseph's college, Darjeeling, being second. But more significant still is the fact that out of a total of fifteen first-class passes, the Catholic schools claim no less than twelve, or exactly 80 per cent. In the honors list of candidates over seventeen years of age, this community takes the foremost place. Nothing, we think, can better prove the educational efficacy of Catholic methods. We are glad to note that our old friends—the Irish Christian Brothers—have gained nineteen passes, which is nearly half of the whole list.

* * *

Sister Mary Ellen Joseph West, of the Oblate Sisters of Providence of Baltimore, a colored nun said to be 114 years old, died recently at the colored convent, that city. She was born in Marlboro, Prince George's county, as a slave, and moved to Washington with her parents and their master pri-

or to the war of 1812. She claimed to have lived for a time in a house in the capital while Washington was a visitor there, and never tired of telling how they left the city by night to escape the British, and of the burning of the unfinished capitol, the President's house, treasury building, arsenal and barracks by the invaders.

* * *

Referring to the recent decision of the New York state superintendent of schools that the Catholic version of the Bible may be read by Catholic teachers in the public schools, The Freeman's Journal very justly says: "As long as our agnostic school system is tolerated by a Christian people, it is just as wrong to compel Protestant and Jewish children to listen to the reading of the Douai version as it is to compel Catholic children to listen to the reading of the Protestant version in the public schools. The idea of having the teachers determine which version, the Catholic or Protestant, shall be read, is too absurd for serious consideration."

* * *

Among the 12,968 priests whose names are given in the Catholic Directory, Murphy has an even 100 representatives, followed by Walsh with 78, Ryan 73, Kelly 72, O'Reilly 64, O'Brien 71, Smith 51, O'Connor 62,

Brady 56, Fitzgerald 42, Sullivan 56, Lynch 42, Quinn 40, McCarthy 35, Burke 36, Byrne 27, Mueller 27, Hickcy 25, Carroll 30, Kennedy 38, O'Connor 27, O'Neill 20, Brennan 23, McCabe 24, O'Sullivan 25, Barry 26, Daly 23, Gallagher 29, Meyer 36, Murray 27, Ward 20 and Schmidt 17. Every letter of the alphabet is represented, even X, though with only one name. O'er 600 names have the prefix Mc, over 500 that of O', while Van and Von claim nearly 100.

* * *

Something like \$500 of the St. Xavier school fund, Cincinnati, O., has been, or will be used during the scholastic year for free text books. This feature of the new administration has attracted many Catholic children who formerly attended the public schools, more than a half hundred having been enrolled since the beginning of the new year.

* * *

The sons of the late Mrs. Anna A. Smith, of New York, have distributed \$50,000 among twenty hospitals and charitable institutions, the names of which have not been disclosed. Mrs. Smith, during life, was a constant and generous contributor to charitable institutions and objects. Mrs. Smith left three sons and one daughter, who is a Sister of the convent of Mercy.

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The Sisters of the Holy Cross, at South Bend, Ind., have incorporated an association that has for its object the building of hospitals in large cities.

* * *

An impressive ceremony was held

March 21 at St. Joseph's academy, St. Paul, when twenty-two young women consecrated themselves to a life of religion. There were twelve novices who have just completed a probation period of six vows and seven repeated the vows which they had taken a year ago.

The French Sisters of St. Joseph have opened a number of Catholic schools in Denmark and in Iceland, and also one hospital in each of these countries.

A List of Books on Botany and Nature Study.

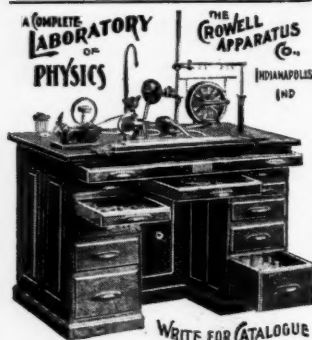
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Rarely was the feast of the great patriarch St. Joseph, the foster-father of Jesus, the spouse of the ever-Blessed Virgin Mary, the patron of the Universal Church, celebrated at St. Joseph's institute, Amawalk, N. Y., with greater joy and solemnity than it was, this year. It was the occasion of the reception into the Society of the Christian Brothers of twelve novices, all in the bloom of youth and gifted with a special vocation to the religious life, a gift which spiritual writers say is second in dignity and excellence only to that of faith.

* * *

The Sisters of Holy Rosary school, Milwaukee, Wis., were pleasantly surprised on St. Joseph's day, March 19, by being presented with a purse of \$280. It was a gift of appreciation from the members of Holy Rosary parish.

* * *

Edward Schloettermeyer is making plans for a \$10,000 addition for the St. Boniface school, Cincinnati. The structure will be two and one-half stories high, 40x57 feet, and will be of brick and stone.

* * *

Five Sisters of the Third Order of St. Dominic made their final vows recently at the mother-house, near Springfield, Ky.



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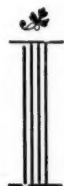
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